REPORT

ON THE

PROGRESS OF EDUCATION.

IN THE

NORTH-WESTERN PROVINCES,

For the Year 1864-65.

By M. KEMPSON, Esq., M. A.

Director of Public Instruction, N.-W. P.

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BY M. KEMPSON, ESQ., M. A.,

Director of Public Instruction, North-Western Provinces.

No. 5 A, 1865-66.

FROM

M. KEMPSON, ESQUIRE, M. A.,

Director of Public Instruction, N. W. P.,

TO

R. SIMSON, ESQUIRE,

Secretary to Government, N. W. P.

DATED BAREILLY, THE 6TH MAY, 1865.

SIR,

I HAVE the honor of reporting as follows on the state of Education in the North-Western Provinces during 1864-65, premising that my information will be distributed as follows :—

Section I.—Controlling Agencies, &c.
" [II.—Universities.]
" III.—Colleges.
" IV.—Schools.
" V.—Private Schools under Inspection.
" VI.—Scholarships.
" VII.—Employment of Students.
" VIII.—The English Language in Indian Education.
" IX.—Book Department.

SECTION I.

2. *1st.*—The marginal table shows the agency of control and inspection in operation during the year under review. The reduction in the lowest grade recommended by me last year has received His Honor's sanction, and came into effect on the 1st current. The 94 is reduced to 67.

	No.
Director, ...	1
Inspectors, ...	5
Assistant Inspectors, ...	8
Deputy do., ...	30
Sub-Deputy do., ...	94

2nd,—The actual* expenditure in 1864-65 is embodied in the annexed schedule. The proportions of expenditure under the three heads of "Direction," "Inspection," and "Instruction" are as 3·5 : 13 : 83·5.

Last year this proportion was rated at 5 : 17 : 78.

EXPENDITURE IN 1864-65.

Charges.	*Imperial.* Rs.	A.	P.	*Local.* Rs.	A.	P.
Direction, ...	39,581	1	0	0	0	0
Inspection, ...	1,49,032	12	9			
Instruction, ...	5,40,582	0	0	3,95,314	0	0
TOTAL, ...	7,20,195	13	9	3,95,314	0	0

3rd,—Increased expenditure under the head "Grants-in-aid" will be considered under Section V.

4th,—The expenditure under the head "School Accommodation" is a new feature in this year's progress. The sum of Rs. 70,000 was allotted for this purpose, and the marginal table shows the way in which the outlay has been distributed. In no former years has a similar degree of progress been possible of record in this direction; and, if it is to be acknowledged that the provision of suitable School accommodation is a measure which adds to the permanency, popularity, and local character of Schools in India, the year's results are satisfactory. The Schools are not all finished. A detailed Report on this subject will be submitted at an early opportunity. What remains to be done may be gathered from the following list of Tahsili towns, where as yet no proper School accommodation has been provided, but for which arrangements are in course of submission to His Honor for sanction :—

Schools, &c.	*Allotments.* Rs.
† Transferred to Grant-in-aid Fund, ...	30,530
Meerut Normal School, ...	9,200
Repairs for 1864-65, ...	6,310
Jaswuntnugger School-house,...	2,000
Oerlyah, ditto, ...	2,000
Belah, ditto, ...	2,000
Phuppoond, ditto, ...	2,000
Rowayn, ditto, ...	1,500
Shamsabad, ditto, ...	2,000
Kaimgunj, ditto, ...	2,000
Three Schools in Bulandshahr, ...	5,875
Two Schools in Aligurh, ...	4,000
Chibramow (repairs), ...	234
TOTAL, ... Rs.	69,649

Khujàù, Hàthgàon, district of *Futtehpore.*

Karàoli, district of *Mynpoori.*

Pushkar, Pisangon, Kekri, Govindgurh, Srinagar, Bhunai, Mussoodah, Sawai, Deoli, Baghera, territory of *Ajmere.*

Futtehabad, Etmadpore, Bah Pinahut, district of *Agra.*

Muhammadabad, district of *Ghazipore.*

Rasùlabàd, district of *Cawnpore.*

Lakhna, district of *Etawah.*

Farukhabàd, Tirwa, district of *Farukhabad.*

Hamirpur, Somerpur, Mahoba, Jeitpur, Soongra, Raat, Jalalpur, district of *Hamirpur.*

Orai, Calpec, Jaloun, district of *Jaloun.*

Lullatpore, Mahrori, Talbhet, district of *Lullatpore.*

Areeng, Maat, district of *Muttra.*

Phulpore, district of *Allahabad.*

Poor, Shamli, district of *Mozuffernuggar.*

5th,—The local funds consist as before of the Educational Cess (expended in the Village Schools), of Endowments, Donations, Fees, and Fines. With regard to Endowments, I have much pleasure in recording the following additions to last year's list:—First and foremost is a sum of Rs. 2,800 which has been contributed

* That is to say, *actual* so far as can be calculated up to date. The regular returns are not received from the Inspectors in time for condensation into the form prescribed under this Section.

† The demand for School accommodation was in this case allowed to give way to the Policy of encouraging as far as possible private enterprise in Education.

by ex-students of the Bareilly College for the foundation of a monthly Scholarship. It is not too much to say that the ex-students of this College have earned credit wherever they have served. There are few Government servants in the North-Western Provinces who bear a higher character than Sheikh Khyrruddin Bahadur, Deputy Collector of Bareilly; Rai Buktawur Singh, Sudder Ameen of Budaon; Gunga Pershad, Deputy Collector of Bijnour; Debi Pershad, Deputy Collector of Mynpoori; Pundit Het Ram, Tahsildar of Dehraporo, and many others in various responsible and well-paid situations. Others have gained distinction elsewhere, and in most cases personal merit and opportunity, not interest, has been the cause of success. These gentlemen look back with affection on the place of their education, and have now come forward with a pleasing acknowledgment of the benefits they have received. I record few facts connected with this year's progress with more gratification, or with a more certain conviction that the labours of past years have not been without result. The Endowment I have mentioned is not the only instance of this kind of good feeling. Three ex-students who visited Bareilly during the year, viz., Pundit Het Ram, and Munshis Gunga Pershad, and Pem Raj, placed money (Rs. 105) in the Principal's hands for distribution in prizes. I had the pleasure of awarding these myself at the College distribution, and of publicly noticing the praiseworthy character of the gift. The staff and students have not been behind-hand in generosity of another species. They subscribed a sum for the relief of the sufferers in the cyclone in Calcutta. The Agra College contributed to the same fund. A donation of Rs. 300 a year, to found a Scholarship of Rs. 25 monthly in the Benares College, was accepted by the Government from the Maharaja of Vizianagram in June last. The Maharaja of Rewah has also founded a Scholarship at the same College of the interest on Rs. 5,000, with reservation in favor of candidates from the Saugor School.

Another specially-notable gift was that of Lalla Màn Ràì, pleader in the Agra Court. This gentleman, hearing that the Principal of the College wished to build Fives-courts for the Boarding-house, sent in the liberal donation of Rs. 500 for the purpose. I may add that, while this Report was being written, an offer, on the part of Chowdhri Umrào Singh, of Sherkot, district of Bijnour, to endow a School with Rs. 10,000, invested in landed property, was communicated to me by the Commissioner of Rohilkand.

SECTION III.—COLLEGES.

3. There are three Colleges for general education in the North-Western Provinces, as noted in the margin.

Agra College, founded A. D. 1823.
Bareilly College, founded A. D. 1837.
Benares College, founded A. D. 1792.

The subjoined table shows the attendance and expenses for the year, and the 3rd column shows the numbers corresponding for the two Institutions for special education at Roorkee (Civil Engineering) and Agra (Medical).

	General.	Special.
No. of Institutions, ...	3	2
No. on the Rolls, 1864-65, ...	204	219
Average daily attendance, ...	170	222·25
Expenditure, ... Imperial	68,846	81,830
Expenditure, ... Local, ...	6,495	...

4. The following particulars are taken from the Reports of the Principals:—

1.—Agra.

"Nothing of any great importance has marked the past twelve months; but "the classes, both in the School and College Departments, are gradually working up "to a more satisfactory standard, and, if no brilliant success has been attained, no "great failures have disappointed our hopes.

"For the Entrance Examination of the Calcutta University we sent up nine can-
"didates—a much larger number than usual. These all passed: three only, however,
"managed to get a first-class. I had expected that this proportion would have been
"reversed; but the want of success was due rather to over-work than to idleness.

"This mistake of trying to do too much ended in a break-down in the case of
"others in the College Classes. One boy fainted in the Examination; another, our
"only candidate for the 1st Examination in Arts, was obliged to be away during the
"Departmental, and was so weak in the University, Examination as to be hardly
"able to do anything. He failed, as it was evident to any one who saw him he
"must fail and has thus lost a whole year.

"Another boy, who should have gone up for the same Examination, was obliged
"to leave Agra for some religious ceremony, absence from which would have been
"punished by excommunication from his caste.

"Of two candidates for the B.A. degree one was unsuccessful, though in
"everything but the superficial qualities which tell in an Examination, where so
"much is dependent upon the power of cramming, his was the better mind. In
"this opinion (which is based upon three years' constant teaching of the class to
"which these boys belonged) the Professor of Literature and the Professor of
"Mathematics both concur.

"In the Departmental Examination we have at least held our own with the
"other Colleges. One boy, Harris, of the Senior College Class, deserves particular
"mention. His percentage of marks is 70; while, out of a total of 400, he heads the
"next boy by 85. In Literature, as last year, we stand decidedly first; and in Mathe-
"matics the care which has been spent upon the classes by Mr. Baron has produced
"a marked improvement.

"On the whole, I have certainly little reason to complain in regard to the College
"Classes, and that I am able to say so is due in no small measure to the help which
"I have received from the Professors of Literature and Mathematics. Nor would
"I omit to mention that the Moulvi, who had charge of the College Classes, has done
"his work well. The introduction of Arabic or Sanskrit as one of the languages in
"which candidates for the University Examinations will, after 1866, have to pass
"renders it more important than ever that we should have good men to fill such a
"post."

Further particulars as to the Examination held by the Board of Examiners for 1864 will be found in Appendix A to this Report, which contains a full abstract of the various Reports of the Members of the Board, both as to the College Departments and the Upper Classes of the School Departments.

The working of the Agra College has given me every satisfaction. The Officers have done their duty thoroughly, and the Native teachers have followed the example. The attendance averages 94·8 per cent., a most telling testimony to the general efficiency of the Institution.

5. The Boarding-houses attached to the Agra College have been full throughout the year, and a third house will if possible be provided. The play-ground which forms part of the premises is used to good purpose as a place of physical recreation. Masters as well as pupils take to the game of cricket with interest, and no despicable amount of "science" has been attained. I had the gratification of seeing "good cricket" in a match between the Boarders and Day Scholars early in the year. The game was managed with perfect propriety, and was finally won by the Boarders after a severe struggle.

In December the first attempt at a comparison of individual prowess and activity was successfully carried out under Mr. Deighton's management. Prizes for

various feats of strength and activity were competed for, and the "athletic sports" will now be an annual festival. His Honor was good enough to bestow a prize on the best general performer on this occasion.

2.—BAREILLY.

5. The Bareilly College students who were candidates for the Entrance Examination of the Calcutta University—nine in number—passed without exception, as was the case both at Agra and Benares, a point to be noticed presently. In the Departmental Examination (as will be gathered from a reference to Appendix A) the students generally gained comparatively fewer marks than the boys at the other two Colleges. They were not deficient in ability, but proved to be less careful workers. The numbers have not been so largely increased as usual this year, in consequence of the establishment of branch English Schools in the various *muhallas* of the City. The connection of these Schools with the College gives me the opportunity of saying a few words here as to their establishment. They have now been in existence nearly one year. Three of them were set on foot by the Municipal Committee, and one by Babu Kali Charn (Head-clerk in the Office of Director of Public Instruction). The marginal table shows the present state of the attendance at the chief Schools. The result is that an English Education is now brought to the doors of the people in different quarters of the City distant from the College. The proficiency attained by the scholars is already very considerable, and much credit is due to the managers. Strictly speaking, the Schools are private Schools under inspection, as recipients of Grants-in-aid, but in reality their action is that of feeders to the head Institution or College; and I have lately been engaged in considering the means of a more complete and better harmonized unison by assimilation of regulations and studies.

Old City School,	...	105
Beharipore Muhalla,	...	123
English Class Tahsili School,	...	110
Inglisgunj School, (Babu Kali Charn's,	...	134
Kanoongoyan School, ditto,	...	49
		521

One measure has already been adopted by the Principal of the College with my consent. His Report touches upon this point as follows:—"I propose, by way "of initiating the movement of connecting the Schools with our College, to close "at once our lowest class, that is, allow no more boys to enter it. In another year "our then lowest class can be similarly closed. Thus, by striking off one annually "until we have reached a class the standard of which shall have been chosen as "qualifying for admission here, and up to which the Schools can teach, we shall be "gradually preparing for a change, desirable as lifting up the College, and at the "same time beneficial to the new Schools, as contributing to keep them full, and "placing before them a definite object to be pursued, a certain amount of work to "be accomplished."

An arrangement will also be made by which the working of the new Schools will be brought more immediately under the Principal's eye in the way of visitation (at the request of the managers, whose duties do not allow of unbroken attention to the interests of their Schools. This movement at Bareilly is another striking feature of the year's progress.) The Municipal Committee has distinguished itself by exertions for the good of society in other ways than this, but the example they have now set in thus encouraging education merits my special acknowledgments. Babu Kali Charn's efforts and liberality as a private individual, in a town of which he is only a temporary resident, are also very meritorious.

6. There is mention in the Principal's Report of a visit paid to Bareilly by the Bishop of Calcutta.

I quote what has been said by His Lordship on this occasion, for, though no examination into actual proficiency is possible in visits of this kind, yet broad defects are commonly perceptible at once, and such not having been noticed, or having escaped notice, the record becomes so far a testimony to success. Mr. Templeton introduces the Note received from the Bishop as follows:—

"The College was visited December 13th by the Bishop of Calcutta. The "boys from the branch Schools in the city being assembled in the grounds, I had "the satisfaction of showing His Lordship nearly eight hundred lads: all studying English, all benefiting by a course of training and discipline which (whatever may be its shortcomings) is beyond denial most valuable to them, useful to the "country, and in every respect superior to any educational system ever before introduced. I subjoin in full copy of a Note received by me from the Bishop. It will "gratify you to find that one so well qualified to give an opinion has expressed himself satisfied with what he saw and heard of educational progress at Bareilly. "With regard to the want of manly exercises remarked by His Lordship, though I had "done but little to support it, something had been attempted. The Boarding-house "pupils played a sort of rough cricket, and both these and others of our College "boys,—now that we have a suitable ground and have received bats, balls, &c.,—"are encouraged to carry it on more systematically. I have engaged the services "of a man in the *77th Regiment as teacher of cricket, and hope before long to add "other sports and pastimes to the list.

"*Copy of Note received from the Bishop of Calcutta.*

"'You have expressed a wish to know what I thought of the College on the "'occasion of my visit the other day, and of the state of education in Bareilly. The "'short examination which I held of the boys who have been prepared for the "'Entrance Examination of our University showed that they had a satisfactory and "'intelligent knowledge of the general facts of ancient history, and had made very "'fair progress in the English language. But as we did not proceed to a formal "'examination of the College, perhaps my impressions must be derived rather from "'what I saw than from what I heard.

"'Two things seem to show that education is making considerable progress in "'Rohilkund, and is in the hands of those who are anxious to further it by new "'plans and improvements thoughtfully conceived and ably executed. The first "'is the large number of boys in branch Schools, feeders or auxiliaries to the College, whom I saw drawn up in the compound. These Schools, if carefully "'taught and inspected, must make an impression on the whole city of Bareilly "'which could not be produced by the College alone. Still more important perhaps was the second sight which you showed me—the new Boarding House: for "'by this, education is extended not to Bareilly only but to the whole of Rohilkand. The arrangements of the Boarding-house I thought excellent. In comparing it with similar Institutions to which I have been accustomed, at Rugby and "'elsewhere, of course I was struck by the absence of two elements which have the "'deepest and most lasting effect on boys in England. These are Christian worship and manly exercises. The former is unhappily as yet impossible in a Rohilkand School; but perhaps the latter might to some extent be introduced, so "'that, if we cannot (to adopt the old division of human nature) make our education "'complete by training spirit, mind, and body, we should at least apply it to the two "'latter. On the whole, I am sure that you have every reason to take courage and "'persevere from the progress made since 1860; and if I live long enough to visit "'you again, I fully expect to find abundant fruit from the wise measures recently adopted.'"

* Her Majesty's 77th Regiment of Foot, now quartered at Bareilly.—*Dir. P. I.*

7. The concluding remarks of the Principal's Report are as follow. They refer chiefly to the success of the Boarding-house system, first introduced at this College in 1860 :—

Boarding-house.—"This very useful and successful addition to the College "continues to prosper under the careful supervision of its Superintendent, Pundit "Kedarnath. There are now sixty boarders, as many as the place can accom- "modate. Their behaviour during the year has been all either the Pundit or I could "wish: not one single instance of discontent, insubordination, or misbehaviour. Many "of those who joined in 1860 and 1861 have made excellent use of their time and "very satisfactory progress. This, indeed, might have been expected and predicted. "They are as a rule the best boys of other Schools. The general order and dis- "cipline which prevail, the mutual help and encouragement given, and their fortunate "freedom from the numerous interruptions to regular study, so common in the homes "of native pupils, are all circumstances much in their favor. One Boarding-house "pupil is now in the Middle College Class, 1st Division; two are in the 2nd Divi- "sion; two in the 1st School Class; five in the 2nd; eight in 3rd; four in 4th; "seven in the 5th School Class.

"In proof of my remark that these lads have advantages over the city boys "(and have to their credit made use of them) I find, that a majority of the pupils "first in the classes belong to the Boarding-house, and (from averages taken in "all the classes) that the marks gained by them are 234, for others, 188.

"Such, Sir, is a statement of our progress during 1864. In the special work "of a College we have I think been fairly successful, as shown by the results of "the Calcutta University Examination and the state of the lower classes. The "Boarding-house continues popular, consequently full, and the lads are rapidly "pushing up into the higher School Classes and College Division.

"English education is recognised in the town as a necessity, and the number "now under its influence is three-fold what it was in 1863. The foundation-stone "of the practice of manly sports by the boys has been laid, and if time and place "can be arranged, we may by Christmas next have a match at cricket with the "'Agra Eleven.' Last in order here, though not in value, as an indication of "real work done, of a footstep in advance having been gained, is the fact of "ex-students having (besides prizes for different subjects) subscribed a large sum for "the endowment of a Scholarship, thus proving their continued and lasting interest "in the College (a sentiment the existence of which has very generally been "doubted), and the value they set on the course of training and instruction by "which they have themselves so signally benefited."

3.—Benares.

8. The average daily attendance at this College has risen to 86 per cent., an improvement on former years; and the general attendance of the year has been so much increased that the fees collected have risen from Rs. 3,583 to Rs. 5,802-8. The two students of the Senior Class gained the degree of B. A. at the last Examination of the Calcutta University. The rest of the Senior Classes came before the Board of Examiners with generally satisfactory results, as will be seen from the Circular Letter of Appendix A. The Junior Classes are carefully taught, for the College rejoices in a well-trained and painstaking staff. I examined some of these classes orally at the end of the year, and was surprised at the very correct pronunciation and the facility in understanding spoken English, an uncommon merit, displayed by the lads.

This aptitude is partly created by circumstances. The classes are full of Bengali boys, who do not understand the Vernacular of these Provinces, and are consequently compelled to have recourse to English in giving their explanations.

9. *The Sanskrit Department.*—The number of students attending during the year was 141, and their average daily attendance is 75·7 per cent. only. The number of students receiving Scholarships was 36.

With regard to the irregular attendance of this class of students the Principal explains :—" The attendance is lower than it ought to be ; but to raise it is "difficult. Every student who has a Scholarship is regularly fined when absent. "Non-stipendiaries as a rule cannot pay a fine, and they must sometimes be "absent as they have to maintain themselves by begging and by the occasional dis- "charge of sacerdotal functions." Most of the Pundits have discharged their office with some show of energy and ability ; but of one the Principal remarks :—" He is "neither a painstaking nor a successful teacher. He is feeble in body and un- "energetic in mind. I consider his pupils to have failed woefully in the last "examination." This Pundit is "Professor of *Sahitya*," and was appointed in 1856. He has been suspended for a period of three months as a punishment for his negligence.

10. *The Anglo-Sanskrit Department*—Is favorably reported on by Mr. Griffith.

I have also the pleasure of noticing the following record of literary efforts, and their acknowledgment, as highly creditable to the College. Mr. Griffith writes: "Dr. Kern (Anglo-Sanskrit Professor),* besides his College work, has brought out "in the Bibliotheca Indica 6½ Fasciculi of *Varaha Mihira's Vrihat Sanhita.* Dr. Kern "is preparing a preface, and will translate the text. The work will be a most "valuable contribution to Sanskrit Scholarship.

"Babu Pramada Dass Mittra† (Assistant Anglo-Sanskrit Professor) has also "been very usefully employed in the laborious and difficult task (which I have "several times been entreated to undertake) of continuing in the Bibliotheca Indica "Dr. Ballantyne's Translation of the *Sahitya Darpana.*

"Pundit Bapu Deva Shastri's eminent services to Sanskrit Literature have been "publicly recognized during the past year by the Royal Asiatic Society, who have "elected him an Honorary Member."

11. The Boarding-house attached to this College is under careful superintendence, and has become a most popular and useful adjunct. There are sixty-nine lads, of whom twenty have come to reside of their own accord, that is, without the inducement held out in the small Scholarship now allotted to boys of the District Schools who wish to pursue their studies in Benares. So picturesque, and at the same time practical, a view of the character and difficulties connected with the management of these novel Institutions is given in the original Report sent in by the Native Superintendent that I have printed the whole *verbatim* in Appendix B to this Report. The one want is physical recreation of the manly and vigorous order happily begun at the sister Institutions. The Benares house is not conveniently situated in this respect ; but the difficulty of finding a suitable playing-ground will be overcome as soon as possible. The laborious efforts which the Superintendent has made for the mental and moral improvement of his charge are very commendable. The success of the Boarding-house system so far is mainly due to the energy and character of the Superintendents appointed.

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* This gentleman has been appointed Professor of Sanskrit in the University of Leyden, and vacates his present post in July next.

† The Babu was educated in the English Department of the Benares College, and received his present appointment in 1863.

The Colleges have been successful this year in the position they have taken in the Calcutta University Examinations. Every candidate for the Entrance Examination passed. The annexed table shows the results of the past four years :—

Examinations.	1861.		1862.		1863.		1864.	
	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number passed.
Entrance Examination, ...	40	24	28	14	23	21	23	23
First in Arts, ...	8	7	7	5	4	4	9	5
B. A.,	0	0	0	0	6	1	2	2

In the two higher of these Examinations the amount of matter which the students are required to take up is more than they can thoroughly master.

Mr. James Charles Smith, Barrister-at-Law, has been appointed Professor of Law in the Colleges of the North-Western Provinces, and Classes have been commenced first at the Agra College.

SECTION IV.—SCHOOLS.

12. The annexed table shows the particulars of attendance and expenditure :—

Government Schools.

Description of Schools.	No. of Schools.	No. on the Rolls, 1864-65.	Average Daily Attendance.	Total Expenditure. Imperial.	Total Expenditure. Local.
Schools of the Higher Class, ...	4	1,175	1,077·9	90,873 3 2	7,127 0 4
„ Middle „	43	2,801	2,432·56	29,593 3 5	17,396 5 6
„ Lower Tahsili, ...	249	18,871	15,374·37	40,170 13 9	24,727 11 6
„ Lower Halqabandi, ...	3,092	89,861	8,008·36	28,214 8 3	2,18,672 0 8
Female Schools, ...	396	6,886	6,175·93	5,555 15 0	6,283 3 11
Normal „	6	460	439	37,752 9 7	2,155 3 8
Total, ...	3,790	1,20,054	1,05,584·13	2,35,265 5 2	2,76,361 9 7

This classification was adopted last year; and answers the purpose of a succinct view of operations and an approximate statement of expenditure. The Schools of the Higher Class are those which educate up to the standard of the Entrance Examination of the Calcutta University. Such are the School Departments of the Colleges of Agra, Bareilly, and Benares; of the Ajmere School; and this year, for the first time, of the Etawah School.

Those of the Middle Class are Anglo-Vernacular Schools, either constituted as such originally or having grown into such from mere beginnings as English Classes attached to Tahsili Schools by subscription.

The state of the Colleges described above includes the School Departments, of which more need not be said. The Ajmere School will be noticed separately, as a Collegiate School almost on a par with the Colleges and above the level of the High School status.

The Ajmere School.

13. The Ajmere School has a constitution similar in character to that of the Colleges abovenamed—that is to say, it has a School Department forming the

bulk of the Institution, and educating up to the Entrance Examination standard of the Calcutta University, and a College Department in which the undergraduates may continue their preparation for the higher Examinations of the University. The Staff of this School, however, is not on a par with those of the Colleges. This notwithstanding, the School stands well in the annual competitive Examination, and the Examiners (one and all) express their satisfaction with the character of the work done by the Ajmere students. Their remarks will be found quoted in the Circular Letter in Appendix A., and the schedules annexed thereto give the relative standing of the students. The School has been established some fourteen years, and Mr. Goulding's efforts for the last few years, during which he has been Superintendent, have raised the status of the School in all essentials. Yet the School has laboured under peculiar disadvantages during the year under review. It was necessary to make a change in the Head-Mastership, and three of the best Native teachers on the Staff have accepted better paid appointments in Behar, where Mr. Fallon, a former Superintendent, is Inspector of Schools. Though unwilling to lose his best hands, Mr. Goulding regards the enterprise these young men have displayed in leaving their native place for distant service as a sign of national improvement. Few probably are fully aware of the extent to which men who earn a fixed salary as servants of Government are preyed upon by their relations. A man on Rs. 50 a month has often to maintain ten or twelve able-bodied persons in idleness. Such dependents increase the difficulty of moving from their homes which all natives feel, for it is the interest of all to detain the source of their support. In the case of one of the teachers abovenoticed, his relations are described as having followed him eighty miles to induce him to return to the family circle. As Mr. Goulding observes :—"This resolve to shake off the "influence of ignorant and indolent relations, and break through the bonds of long-"established custom, is traceable to the education that is imparted, and is so far "gratifying."*

14. The numbers have risen considerably, and the average daily attendance is good, viz., 93 per cent. As an illustration of the effect of insisting on regular attendance and visiting irregularity by fines and other punishments, Mr. Goulding gives the instance of a boy who had been brought before School hours by his father, and tied by him with a strong cord to his desk to prevent truancy,—a fault of which he had been several times convicted.

15. Seven boys from Schools in the District now study at the Ajmere School, and nine others form a Normal Class under the eye of the Superintendent: the latter arrangement having received His Honor's sanction, with reference to my proposal to divert part of the School Prize Funds to this purpose.

16. The following paragraph from the Superintendent's Report will be interesting to all who regard "physical education" with favour, in connection with the unseen future of this country. It will also be an encouragement to educators in other Provinces, who are desirous of seeing their students take to manly exercises* :—

"A new epoch in the history of the Institution was inaugurated with the "introduction of English games; and the alacrity with which they have been "received and continue to be played is not without significance. Boys who, during "the time allotted for recreation, clustered round the vendor of native confection, or "sauntered with effeminate and listless air about the grounds, now find a higher "source of gratification in a game at cricket or rounders, while the play-ground rings "with the loud clamour of encouragement to a playmate, or the irrepressible

* Ajmere is an *exemplar imitabile* in this respect; but to the Agra College belongs the credit of first taking to manly sports in earnest. The boys at the Bareilly College now play cricket under the tuition of a "professional," so to speak, as noticed above in the text of the Report.

"laugh occasioned by his coming to grief in the futile effort to display his grow-
"ing skill. The excitement extends to Pundits, whose gravity of port and manner
"was once thought absolutely imperturbable; and, if it is not under the burden of
"threescore literally that they now frisk, they have divested themselves of that
"sanctimonious air, which is found to be incompatible with their new-born desire,
"and enter the field with all the enthusiasm of their younger compeers.

"To a casual spectator the change may not be striking, but to all familiar with
"characteristics that portended little good for such as were brought under their
"influence, the sight is truly exhilarating as an earnest of better things. Natur-
"ally enough, the reaction in the generally delicate organisation of the boys was
"marked, and two or three days after the introduction of the sports several cases
"of fever and extreme langour were reported. But these effects were transient,
"and all now admit the invigorating tendency of such manly games. One accident
"only (attended with the loss of a tooth) has yet occasioned any anxiety. Contrary
"however to expectation, the sufferer, noways daunted, has since his misadven-
"ture made greater efforts to display his prowess, and his example has been most
"reassuring. Cricket, quoits, skittles, and rounders are the sports which occupy
"the boys now, the first being the most popular, while a gymnasium enables them
"to strengthen their limbs by a variety of athletic exercises."

The Etawah School.

(Founded by Mr. Hume, Collector.)

17. The inclusion of this School during the year under review in the list of Colleges and Schools examined by the Board of Examiners is an era in its progress. The excellent position attained by some of the scholars is very creditable to the Institution. (Particulars are to be found in Appendix A). I examined the Upper Classes orally in December, and was pleased with the progress which had been made in many ways besides mere scholarship. The School-house is everything that can be desired, but, being in the centre of a quadrangle girt by buildings, has no facilities for the introduction of out-door amusements,—a point which has not escaped the attention of Mr. Hume and the Head-Master.

The Inspector, 2nd Circle, reports generally as follows :—

"On the 12th of December last, 387 pupils were found on the Register and
"369 were present. Of these 204 belonged to the English Department, 99 to the
"Hindi, 51 to the Persian, and 33 were Normal Class Scholars. The average atten-
"dance during the past year appears to have been 372. The result of my exami-
"nation of each in the principal branches of their course of study was that 167
"of the Anglo-Vernacular Department passed fairly in one or more subjects; 70 of
"the Hindi Department, and 28 in the Persian—a sufficiently large proportion to
"show the general proficiency and the careful instruction of the School.

"Regarding the whole, I have to observe that a greater extent of knowledge
"and intelligence, if consistent with that correctness and seemly order which cha-
"racterise this Institution, would be desirable; but that the general results of my
"examination were highly satisfactory, and reflect great credit on Mr. D'Mello, the
"Head-Master. The quiet industry, sober, contented spirit, and proper demeanour
"of the pupils evince what may be effected morally by good example and careful
"management, even with merely intellectual instruction."

A Boarding-house in connection with this School has been started, and placed under the superintendence of one of the teachers. It already contains twelve boarders: eight of whom receive small stipends, three are self-supporting, and one is supported by the Head-Master.

18. The Schools next in importance are those of Allygurh and Shahjehanpore, with the state of which I am satisfied. Arrangements for the accommodation of boys from a distance have been made at both places. The Municipal Committee of Shahjehanpore have come forward to assist this special project. The Inspector, 1st Circle, says :—

" The Allygurh School maintains its position at the head of the list. The " enlargement of the School-house has given accommodation for 200 boys, and the " attendance is closely approaching that limit. To secure good teaching for so " large a number additional Masters are required. In addition to the Government " allowance of Rs. 200 per mensem, Rs. 45 from fees are expended on junior " teachers and servants ; but even thus the labourers are too few for the work to be " done. Nine youths from the Senior Class of this School have obtained employ- " ment during the year, on salaries averaging Rs. 15 per mensem.

" *Shahjehanpore School.*—Rapid progress has been made this year, as will be " seen from the following comparative statement taken out of the Head-Master's " Report :—

	Hindoos.	Mahomedans.	Total.	Average daily attendance.	Percentage of ditto.	Amount of fees for the year.	Monthly average of fees.	Annual cost to Government of educating each pupil.
						Rs.	Rs.	
" 1863-64, ...	72	38	110	77	86	194	16	Rs. 32.
" 1864-65, ...	96	54	150	136	89	388	32	Ditto 18.

" I examined the School in January, and was well satisfied with the general " improvement of every Class."

19. The Pilibheet School is not doing so well as could be wished. It may be doubted whether there ever was any considerable necessity for the establishment here of a large English School. The inhabitants of the town are well to do, but much engaged in trade, and the acquisition of English has no sufficient bearing on their interests to induce them to send their sons to School. The general attendance varies from 10 or 20 above 100, to 10 or 20 below, but there is no display of energy or interest. Young men who are serious in their wish to master English prefer resorting to Bareilly, where the means of education are sufficient to meet the wants of both places. I have to thank Mr. Moens, the Joint Magistrate, for lending his aid and influence towards the improvement of this School.

The other Schools of this class in the Rohilkund and Meerut Divisions are enumerated and noticed as follows :—

" Of ten Government Anglo-Vernacular Schools in the 1st Circle last year, " two, those of Moradabad and Hapur, have been transferred to the Grant-in-aid " list. Five new Schools, the last upon the list, have been opened. In the case of " eight of these Schools the amount received from Government is already met by " an equal contribution from local sources, and for two others subscriptions have been " promised. Ten of the thirteen will in consequence be transferred this year to the " list of Grant-in-aid Schools."

"In the older-established Schools a considerable advance in studies has been "made.

		Scholars in 1863-64.						Scholars in 1864-65.					
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	Total.
1	Aligurh, ...	20	29	21	25	65	160	38	23	25	28	65	179
2	Shahjehanpore, ...	13	12	17	21	47	110	21	15	15	28	71	150
3	Pilibheet, ...	15	12	11	11	31	80	0	14	22	19	37	92
4	Badaon, ...	0	0	0	9	53	62	0	6	17	13	49	85
5	Bulundshahr, ...	0	9	11	12	55	93	5	4	8	20	33	70
6	Muzuffernuggar, ...	0	5	6	6	23	40	0	5	5	5	29	44
7	Saharunpore, ...	4	7	5	9	26	51	5	7	5	8	23	48
8	Bijnore, ...	0	0	7	6	24	37	0	1	3	10	46	60
9	Amroha, ...	0	0	0	0	0	0	2	0	0	0	76	78
10	Chandowsi, ...	0	0	0	0	0	0	0	0	0	0	28	28
11	Hathrass, ...	0	0	0	0	0	0	0	0	0	0	24	24
12	Meerut, ...	0	0	0	0	0	0	0	0	0	0	21	21
13	Sikandra Rao, ...	0	0	0	0	0	0	0	0	8	0	10	18
	Total, ...	58	74	78	99	324	633	71	75	108	131	512	897

"*Badaon School.*—Steady progress has been made here both in numbers and in "teaching. Great interest is taken in the School by the Civil Officers of the Dis-"trict and by the Raés of the city. The Municipal Committee, who at present con-"tribute Rs. 50 per mensem towards its maintenance, propose from the commence-"ment of the new year to give Rs. 100. The Government Grant will consequently "be raised to the same amount, and a staff of teachers be secured corresponding "with that in each of the three Schools abovementioned.

"*Bulundshahr School.*—The death of a worthy Head-master, Hur Sahai, in-"terrupted for a time the prosperity of this School. After the last Calcutta Uni-"versity Examination, the vacant post was given to Dalchand, a Bareilly College "student, who had passed in the Middle Arts Class, and there is every hope that the "School will soon recover.

"*Muzuffernuggar School.*—Of 44 boys in this School 21 have come in from "the District to study. An advance of one class has been made, and on examin-"ing the School in March last I was much pleased with the thoroughness of the "work of the Head-master, Waji-uddeen. An excellent School-house has been "built by Mr. Martin, and I hope next year to find it well filled with sons of the "residents.

"*Saharunpore School.*—The condition of this School is creditable to the Head-"master, Karamut Hussein, as, with the aid of only a monitor for the English De-"partment, he has brought on his pupils well. The residents of Saharunpore not "having yet added any contribution to the Government allowance of Rs. 50, there "is no fund from which to provide additional teachers.

"*Bijnore School.*—Through the exertions of Deputy Collector Koer Luchman "Singh, a subscription of Rs. 100 per mensem has been raised in aid of this "School, and a Committee, of which Mr. Palmer has kindly consented to be Presi-"dent, has been formed to watch over its interests. A Head-master of superior "attainments has been appointed, and since his arrival the number of scholars has "greatly increased.

"The remaining five Schools—at Amroha, Chandowsi, Hathrass, Meerut, and "Secundra Rao—have been in operation but a few months. The first has already "attracted a large number of scholars.

"In my Report on the Grant-in-aid Schools of the Circle particulars have "been given of 25 other Anglo Vernacular Schools for boys, containing 2,925

" English-reading scholars. Adding to this number the 897 of the foregoing table, " we have 3,822, against 1,511 recorded last year—an increase of 2,311.

" In connection with the chief Anglo-Vernacular School of each District a " Boarding-house has been provided, in which scholars from District, Tahsili, or " Halkabandi Schools may reside while pursuing their studies in English. There " are already in residence 56 students, two of whom have come in from the neigh- " bouring State of Rampore to read in the Moradabad School.

" From five of these Schools 20 scholars have in the course of the year pro- " ceeded to either the Agra or the Bareilly College, where they have taken good " places. The above facts show that Anglo-Vernacular Schools not only offer a " useful middle-class education to the towns in which they may be established, " but also for man important link between the lowest and the highest grades " of the educational system."

20. The Anglo-Vernacular Schools of the 2nd Circle are given by the Inspector in the following table, which affords also a view of the condition of each :—

Name or place of School.	No. on the Register.	No. present at Examination.	Classes.				Salaries of Teachers		Character or state of the School.
			* 1	2	3	4	From Govt.	From other sources.	
High School of Futtehpore Secrei, ...	16	16	1	4	11	...	50	6-11	Improving—middling.
Taj Gunge, ...	46	46	39	7	...	...	...	20	Rather above middling.
Etmadpore, ...	25	24	16	8	...	...	...	22-4	Very promising.
Ferozabad, ...	34	34	15	5	13	1	...	23	Above middling.
Muttra, ...	60	55	22	15	9	9	50	18	Above middling—unequal.
Bindrabun, ...	21	19	19	...	...	...	25	...	Lately established.
Mynpoori, ...	67	67	41	17	6	3	25	26	Nearly fair.
Shekoabad, ...	43	41	19	19	3	...	15	20-8	Middling.
Bhogaon, ...	14	13	13	...	...	...	15	20	Below middling.
Etah, ...	13	13	8	2	3	...	50	9	Carefully taught.
Kasgunge, ...	...	...	...	...	...	...	...	...	Vacant. Supported entirely by subscription and fees.
Phuphoond, ...	28	24	8	4	8	4	15	25	Rather above middling.
Ouruyia, ...	16	11	4	3	4	...	15	15	Low and inferior.
Furrukhabad, ...	72	57	31	7	9	10	50	21-4	Fair.
Chhupramow, ...	67	56	35	14	7	...	15	28	Above middling.
Jullalabad, ...	30	26	16	10	...	...	15	16	Bad.
Shumsabad, ...	46	42	37	5	...	...	15	25	Above middling.
Tirva, ...	14	14	12	2	...	...	15	†25	Inferior.† From Court of Ward Funds.
Bishungurh, ...	14	11	6	5	...	...	...	15	Middling.
Cawnpore, ...	24	24	5	6	13	...	50	...	Satisfactory.
Deyrapore, ...	39	36	10	13	13	...	50	...	Good.
Akburpore, ...	65	63	37	18	8	...	25	...	Tolerable.
Bilhour, ...	25	25	15	8	2	...	15	15	Very fair.
Ghatumpore, ...	18	18	16	2	...	...	...	35	Satisfactory.
Narwal, ...	27	27	23	4	...	...	...	30	Ditto.
Najufgurh, ...	7	7	7	...	...	...	...	20	Ditto.
Khanpoor, ...	33	26	26	...	...	...	...	20	Ditto.
Nawabgunj, ...	7	7	5	2	...	...	25	...	Very bad : since abolished.
Bithour, ...	...	...	...	...	...	...	25	15	Will be opened 1st May.
Sheoli, ...	...	...	...	...	...	...	15	15	
Humeerpore, ...	35	29	10	6	6	7	50	...	Unsatisfactory.
Kalpee, ...	22	21	5	7	5	4	50	...	Middling.
Lullutpore, ...	50	46	39	3	4	...	35	...	Fair.
Total, ...	978	898	540	196	124	38	...	...	

For 24 of the above Schools provision was made from Imperial Funds; the remaining nine have been maintained from local resources.

Dr. Anderson writes :—" The number of pupils under English instruction has " very considerably increased since last year, and the desire for English instruc- " tion is still spreading. It is to be observed, with regard to the English Teacher- " ships and classes of Government, that this desire is sufficiently strong to lead in " most instances to subscriptions equal to the amount of the Grant given, and to

* 1st Class the lowest.

"fees double those of a Vernacular School; and that it is not confined to Tahsili "stations alone, but that several Halkabandi Village Schools have now English "Teacherships, and more are required. All things considered, the progress made "by the pupils is not on the whole less than might reasonably be expected, and "the teaching of the English language is beginning to give rise to a better spirit "and more self-respect among pupils."

In connection with the above, I quote further Dr. Anderson's remarks on four other Schools which have not yet been mentioned:—

"*Victoria College Branch Schools.*—These have been but recently establish-"ed, and I have had no opportunity of visiting them. The Secretary has given "in the above statistics, and I have learnt that they are in satisfactory operation, "and becoming popular and useful. They are all Anglo-Vernacular, maintained "by subscriptions, exact fees, and are applicants for Grants-in-aid. One of them is "situated in a quarter in Agra where the richest and most influential natives "reside, and is intended for the instruction of these classes alone, who seldom or "never are sent to Government Schools. Another is placed in the Cantonments, "and has received the effective patronage of the Magistrate there; while a third "attracts to it the children of the high caste of Brahmins of Gokulpoora; and a fourth "is situated in the large city of Muttra, and may for a while tend to decrease the "Government and Missionary Schools of that place, but will ultimately prove a "benefit to both.

"The Victoria School at Futtehgurh is a distinct example of that new desire "which has arisen among the natives to take part in their own education and "form independent Schools for themselves on European models. It owes its origin "to Pundit Jowala Pershaud, city writer, who showed a list of subscribers paying "in all Rs. 11-7-0 monthly; and he has stated in his application for a Grant-in-aid "that it is conducted at a current expense of about Rs. 30. I found 83 out of 108 "present at the time of my visit, and that it had been for some months in pros-"perous operation."

21. The Anglo-Vernacular Schools of the 3rd Circle are given in the annexed statement:—

	Name of School.	Scholars.			State of School.
		Reading English with Vernacular.	Reading Vernacular without English.	Total.	
1	Rickett's School, Allahabad, ...	209	.....	209	Good.
2	Phulpore, ...	28	103	131	Satisfactory.
3	Banda, ...	86	17	103	Unsatisfactory.
4	Bower's School, Futtehpore, ...	72	30	102	Creditable.
5	Baliya, ...	69	33	102	Satisfactory.
6	Kora, ...	25	57	82	English Class: beginners.
7	Kara, ...	66	14	80	Ditto.
8	Hasua, ...	27	22	49	Ditto.
9	Badan Mow, ...	29	.....	29	Ditto.
10	Karchana, ...	15	12	27	Ditto.
	Total, ...	624	290	914	

The Inspector reports:—"There are this year ten (10) Anglo-Vernacular "Schools in this Circle, giving instruction to 914 boys against the eight (8) of last "year. One at Karchana and another at Kara, in the Allahabad District, have been "established this year. The people subscribing twenty Rupees, an equal amount has "been added on the part of Government, and an English teacher has been appointed "on forty Rupees per mensem in the Halkabandi School of the miserable village of "Karchana. Kara is an old Kasbà, and an English class has been added to the "Tahsili School there, on the promise of support (Rs. 30 per mensem) by Moulvi "Farid-uddin, Pleader of the Sudder Dewanny Adawlut.

"These ten Anglo-Vernacular Schools, most of them established only since last "year, giving instruction to 914 boys, are maintained at a cost to Government of "only two hundred Rupees. The classes are formed as far as possible after the "model of the Queen's College School Department, and the same course of study is "introduced.

"Benares having two Colleges and a Missionary Anglo-Vernacular School, and "Goruckpore, Ghazipore, Azimgurh, Jaunpore, Chunar, Mirzapore, and Allahabad, "all having Missionary Anglo-Vernacular Schools—receiving Grants-in-aid from the "Government, mostly under the charge of able and experienced resident Mission-"aries—besides Government Anglo-Vernacular Schools partly supported by the "people at Allahabad, Futtehpore, Banda, and other seven (7) towns and villages "of minor inportance, I may say my Circle is well off considering the present "wants, tastes, and appreciations of the people for the means of English instruction. "All the Tahsili Schools will be converted in time into Anglo-Vernacular, as the "desire of the people increases for learning English and they voluntarily come "forward to support the English Classes. The Establishment of an Anglo-Verna-"cular School by the people at Mirzapore shows which way the wind blows."

Of the lastmentioned School the Inspector says:—

"The energetic people of Mirzapore, under the influence of the Principal "Sudder Ameen there, Moulvie Habib-oollah, have succeeded in opening a respect-"able Anglo-Vernacular School, with a capital of some fifty (50) thousand Rupees.

"As the Manager requested, all the assistance which could be given has been "given by the Department to this laudable undertaking, and they are now in a "position to ask a Grant-in-aid from the Government."

The increase of scholars in the old-established Schools, the establishment of new Schools, the desire shown by the people for still more, the transfer of some to the Grant-in-aid list, the success of Boarding-houses in connection with many of them, and their service as feeders to the Colleges (facts gathered from several of the foregoing remarks and extracts)—testify to the popularity and usefulness of Anglo-Vernacular Schools.

TAHSILI SCHOOLS.

22. The scale of salaries paid to the masters of Tahsili Schools was considered during the year with a view to simplification, and if advisable slight increase, to be provided in the Estimates of 1865-66. The following table shows the distribution as it existed in the year before us:—

CIRCULAR.	NUMBER OF TEACHERS.								TOTAL.
	At Rs. 20.	At Rs. 15.	At Rs. 12.	At Rs. 10.	At Rs. 9.	At Rs. 8.	At Rs. 6.	At Rs. 2.	
1st Circle, ...	3	10	10	35	0	6	0	0	64
2nd Circle, ...	4	12	12	43	0	8	0	0	79
3rd Circle, ...	3	8	9	34	0	5	0	0	59
Kumaon Circle,	0	0	0	30	0	0	0	0	30
Ajmere Circle,	0	0	2	0	3	0	5	1	11
TOTAL, ...	10	30	3	142	3	19	5	1	243

This distribution gave an average salary of Rs. 11-6 to a Tahsili School-teacher in each of the large Circles, Rs. 10 in Kumaon and Gurhwal, and rather more than Rs. 7 in Ajmere and Mairwarra. The grades were too varied and unequal, and many teachers being deserving of a higher salary, it seemed that a fresh grade might be introduced. In the Kumaon teacherships there was no opportunity of promotion according to merit, the value of the appointments being all the same; and in Ajmere it was found impossible to retain the services of good men. His Honor was pleased to approve of a change in the arrangement, and after certain explanations required by the Supreme Government had been submitted, the ultimate proposals took this* form :—

Circles.	Number of Teachers.					Total.
	At Rs. 25.	At Rs. 20.	At Rs. 15.	At Rs. 12.	At Rs. 10.	
1st Circle, ...	4	5	10	15	30	64
2nd Circle, ...	4	7	12	16	40	79
3rd Circle, ...	2	3	8	15	31	59
Kumaon Circle, ...	0	0	2	12	16	30
Ajmere Circle, ...	0	0	2	6	10	18
	10	15	34	64	127	250

This distribution and alteration of scale gives an increase of about one rupee to the average pay of a Tahsili teacher in the three large Circles, and raises that for Kumaon and Ajmere to the par average of Rs. 11. Eleven additional teachers are likewise included for Ajmere and Mairwarra. Thus, the average pay of this class of teachers throughout the North-Western Provinces is Rs. 12, and the total increase involved in the change above explained is Rs. 5,052.

23. The question of assistant teachers remained to be considered. The establishment of Branch Schools in large towns, such as Meerut, Aligurh, &c., and the increased attendance at the Schools generally, have created the necessity of finding additional teaching power. It is obvious that, in towns of importance, a single Tahsili School, with limited accommodation and but one teacher, aided perhaps by monitors supported on the fees, cannot meet the wants of the population. This is further proved by the rapidity with which the Branch School fills. Again, large Schools of 200, 150, and 100 boys cannot be efficiently taught without trained assistants, and the result is at once seen in the inspection examinations in the too common fact that the lower classes are neglected for the sake of the upper. Such general reasons induced me to recommend a regularly appointed scale of assistant teachers, on salaries varying from Rs. 2 in the minor Circles and Rs. 6 in the major Circles as a minimum, to Rs. 10 and 12 respectively as a maximum. The total number of these teachers was estimated at 154, of whom 64 would belong to the 1st Circle, in which the system of Branch Schools has made greater progress; 30 to the 2nd; 20 to the 3rd; and 40 to the minor Circles. This proposition has His Honor's approval, as a measure congruous with the policy of the North-Western Provinces' Government as initiated by Mr. Thomason. (Letter No. 915 A, from the Secretary to the Government, North-Western Provinces, to the Secretary to the Government of India, Home Department, dated 16th March, 1865.)

24. I have examined some fifty Tahsili Schools during the year in various parts of the country, and have found improvement everywhere, particularly in the

* These have received the sanction of the Local Government.

writing and reading of the boys. I cannot but praise the special attention to this which characterises the work of the 1st Circle. The English handwriting of boys in the Aligurh Anglo-Vernacular School is the best in the North-Western Provinces. The Persian, Urdu, and Hindi writing in many Schools is *very good.* I have repeatedly given passages from Persian and Urdu books new to the boys for dictation in my presence, and have been much pleased with the accuracy of the spelling and the neatness of the writing.

The Hindi writing of the 2nd Circle in some of the Districts is better than that in the 1st Circle, but in the Persian and Urdu character the 1st Circle is pre-eminent. The introduction of Persian as a study in the upper classes of these Schools has been welcomed by the people, and has contributed to improvement in the matter of Urdu Scholarship.

25. While on this point, I may say a few words on the wish which finds expression here and there that the Roman alphabet should be introduced by the Government, to the exclusion or supersession of the Vernacular characters. I think no one who can appreciate the legible, well-formed handwriting which may be seen in our Schools, or who has had the opportunity of observing the pains the boys take in, and the fondness they show for, their copy-book practice, would wish to see the old characters become obsolete, or made to give way by an educational canon to an alphabetic system which is unequal to express the vocalization of Oriental tongues. If we assume, as some have assumed, that the supposed impossibility of a native of one country being able to articulate all the vocables of a strange tongue depends on mere habits of pronunciation formed in infancy, the fact remains the same that, *while the pronunciation of a language is unchanged,* no alphabet but its own will express the sounds the latter was invented to represent. If, on the other hand, it be granted that peculiar formations of the vocal and auditory organs characterise different nations, the expectation of finding a universal alphabet is visionary; and further, laying out of the case the arbitrary character of such a measure, to replace a tolerably well-stocked alphabet like that of the Urdu language by the Roman character is unjustifiable on philological grounds, if the opinions of those most competent to decide the question are considered. One of the best authorities* has said:—"Not only was no alphabet ever "invented which expressed all the powers of articulation common to mankind in "general, but there never yet was a perfect alphabet of any language. As to our "own alphabetic system, it is the very worst in practical application that ever "existed."

In some Mission Schools the Oriental characters are not taught, and the boys read and write such little Urdu or Hindi as they know in the Roman character. As a general rule in such Schools the boys can neither read nor write the Oriental characters, and are placed at a serious disadvantage in after-life, as more than one young man has told me.

I was examining a Government School not long ago, and looking over the exercises in dictation found two or three written in the Roman character On enquiry it appeared that these boys had recently left the Mission School. On looking further into their exercises, I found that the writers were totally ignorant of the meaning of the words, and at a loss to distinguish accurately such consonants as *ta, ṭa; sin; swad,* &c. They were quite unable to Romanise *Persian.* I quote this example as an illustration of one result of the system, viz., *inaccuracy.*

26. I proceed to quote in detail the Inspector's Reports on the Tahsili Schools of their respective Circles.

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* Sir John Stoddart, in the *Encyclopedia Metropolitana,* article "Philosophy of Language."

First Circle.

"In providing the means of English education for Tahsili towns, precautions "have been taken against the danger of weakening the already well-established "Vernacular Schools. The arrangements made with this view and an extension of "the system of Branch Schools have secured for Tahsili Schools a large increase "of scholars as will be seen from the following table :—

District.	No. of Schools.	No. of Scholars at the close of 1863-64.	No. of Scholars at the close of 1864-65.	Increase or Decrease.
Aligurh, ...	8	868	1,176	308
Bulundshahr, ...	4	684	139	155
Meerut, ...	6	498	598	100
Muzuffernuggur, ...	5	341	558	217
Saharunpore, ...	6	440	580	140
Dehra Dhoon, ...	3	78	89	11
Bareilly, ...	9	512	621	109
Bijnore, ...	5	387	342	45
Badaon, ...	5	201	485	284
Moradabad, ...	7	621	887	266
Shahjehanpore,...	5	359	514	155
Total,...	63	4,989	6,689	+1,700

"The following table will afford a tolerably correct idea of the relative merit "of the Tahsili Schools of the several districts, and show that the Branch Schools, "which last year gave most of their numbers to the 7th class, have this year added "considerably to the classes up to the 4th :—

Districts.	No. of Schools.	Scholars.							Total on Register.	Average attendance.
		1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.		
Aligurh, ...	8	38	52	67	144	182	230	463	1176	1,016
Bulundshahr,	4	34	39	58	119	149	162	278	839	768
Meerut, ..	6	24	12	16	73	117	108	248	598	541
Muzuffer-nugger, ...	5	16	16	27	68	96	122	213	558	497
Saharunpore,	6	19	25	32	61	124	96	223	580	515
Dehra Dhoon,	3	0	0	0	8	19	20	42	89	84
Bareilly, ...	9	3	23	36	53	124	127	255	621	547
Bijnore, ...	5	12	24	29	49	82	59	87	342	347
Badaon, ...	5	0	10	16	41	87	124	207	485	427
Moradabad,...	7	19	22	40	118	203	176	309	887	778
Shahjehan-pore, ...	5	2	11	37	73	110	119	162	514	476
Total, ...	63	167	234	358	807	1,293	1,343	2,487	6,689	In 1864-65.
	63	113	243	321	591	915	985	1,821	4,989	In 1863-64.
					216	378	358	666		Increase.

" *Aligurh.*—Five of the eight Schools of this District are good—Alligurh, " Hathrass, Tuppul, Beswan, and Khyr. The Atrowli School has a large number " of boys who write well and know the maps, but they are lamentably deficient in " arithmetic. The Branch School of the town is promising: the 4th Class in it worked " sums better than those of the parent School. The Sikandra Rao and Bijaigurh " Schools are in tolerable order, but the upper classes in them do not fill.

" *Bulundshahr.*—In the Bulundshahr Schools the average attendance is above " 200 per School. Those of Bulundshahr, Sikandrabad, and Dabaie are superior " Schools; that at Khoorja is filled mostly with the children of baniahs, who leave " School at an early age.

" The following facts prove the estimation in which these Schools are held. " There were formerly in Sikandrabad 36 Desi Schools; now there are only six, " viz., two Qurani, three Persian, and one Hindi. In Bulundshahr there were 20; " now only eight remain. In Khoorja only six are left, and these all Qurani. In " Dabaie not one remains.

" *Meerut.*—An increase of 100 scholars is found in the Schools of this District. " Those at Meerut and Hapur have improved. That at Baroth has not made any " progress. Those at Shahdera and Muradnuggur remain much as they were. " From the 1st May the last two became Hulkabandi Schools, the Tahsili Schools " having been transferred to Ghazeeabad and Baghput.

" *Muzuffernuggur.*—Progress has been made in four of the Muzuffernuggur " Schools, viz., those of Shamli, Poor, Thanna Bhawan, and Khatowli. That at " the Sudder town has not done so well.

" *Saharunpore.*—The Saharunpore Tahsili Schools have done well this year. " That at the chief town I found much improved. Four of the six Schools sent up " candidates for Scholarships to the Civil Engineering College, Roorkee, and pass- " ed nine. The Jawalapore School is doing much good among the Brahmins, with " whom the town abounds. That at Munglore has given the least satisfaction.

" *Dehra Dhoon.*—The Dehra School, transferred from Koulagir, promises well; " that at Kalsi remains much as it was last year. The third School was at Rajpore, " but soon after the opening of an Anglo-Vernacular Mission School there was " removed to Majra, where it is not doing well.

" *Bareilly.*—I found improvement in four of the Bareilly Tahsili Schools—those " of Faridpore, where the number of scholars has been doubled, Aonlah, Bisul- " pore, and Jahanabad. The Nawabgunj School had not made much way in conse- " quence of irregular attendance. The Shahi School had fallen off through the " insubordinate conduct of the naib teacher. The upper classes of the Sudder " Tahsili School had been incorporated with the new Branch English School.

" *Bijnore.*—There is no great progress to note in this district. The Bijnore " School is good as usual, and the Nagina School pretty good. Those at Nehtore " and Chandpore have somewhat improved, but that at Nujibabad is in a very bad " state.

" *Badaon.*—The Badaon Schools have done well this year. The number of " boys at the Sudder School has risen from 28 to 195; that at Saheswan from 36 " to 115. Those at Gunnour and Datagunge, small towns at the extremities of the " district, have also much improved.

" *Moradabad.*—Several of the Schools of this District have made great progress, " that of Amroha the greatest. At Sumbhul the branch has outgrown the parent " School in numbers, and is quickly overtaking it in studies.

" I am glad to report that three youths from the Moradabad School gained " Scholarships in the Thomason Civil Engineering College.

" *Shahjehanpore.*—The parent School at Shahjehanpore has not improved, " although the opening of a branch has increased the number of Scholars. The " teacher of the Khotar School has been ill, and the boys have been neglected. The " situation of Khotar is unhealthy, hence it is difficult to induce a good teacher to " go there.

" The Powaine School is in good order; that at Tilhur has been improved " through the exertions of the Naib. The Jallalabad School has done well, having " sent four Scholars to the Anglo-Vernacular School.

" In looking again at the general table I find that the average per School is " 106 scholars; that three Schools contain over 250 boys each, viz., those of " Hathrass, Khoorja, and Meerut; that five others have over 200 scholars each, viz., " those of Aligurh, Sikandrabad, Moradabad, Sumbhul and Shahjehanpore; 13 " others have each more than 100, those of Atrowli, Dabhaee, Beswan, Amroha, " Kashipore, Saharunpore, Khatowli, Shamli, Thanah Bhowan, Bulundshahr, " Tilhur, Badaon and Saheswan. These 21 Schools have an attendance of 3,435 " boys, or about 163 each. The first class contains 167, against 113 of last year. " A large number from this class have during the year left qualified for employ- " ment. To 40 Scholarships in Anglo-Vernacular Schools have been awarded; and " it is pleasing to find that not a few are aiming at a definite profession, for six have " joined the Agra Medical School, and 31, having gained Scholarships at the last " year's Examinations, are studying Civil Engineering in the Vernacular Depart- " ment of the Thomason College at Roorkee."

The Tahsili Schools of the 2nd Circle are now 79 in number against 76 of last year, one having been added in each of the Districts of Cawnpore, Jalouu, and Mynpoori. The subjoined table gives the numbers and classification of scholars for the several Districts:—

Name of Zillah.	Number of Schools.	Scholars on Register.	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	Total Examined.	
Agra, ...	9	725	4	26	48	58	107	153	274	665	
Cawnpore, ...	12	866	10	28	43	70	104	136	376	767	
Etah, ...	4	356	...	4	13	23	51	68	135	294	
Etawah, ...	6	524	3	23	21	43	70	69	247	446	
Furrukhabad, ...	7	797	7	17	30	63	97	128	323	765	
Hamirpore, ...	8	510	...	8	17	28	80	89	223	445	
Jalouu, ...	6	291	...	...	10	24	38	61	115	248	
Jhansi, ...	8	556	1	6	22	44	89	100	198	460	
Lullutpore, ...	4	251	...	13	3	19	38	51	104	228	
Muthra, ...	9	848	10	31	46	73	130	145	330	665	
Mynpoori, ...	6	745	...	25	35	50	101	148	297	656	
TOTAL, ...	79	6,469	35	181	288	490	905	1,148	2,622	5,669	1864-65
	76	5,722	88	203	270	497	757	1,065	2,114	4,994	1863-64
	+3	+747	—53	—22	+18	—7	+148	+83	+508	+675	

This shows an increase in the total number of scholars over and above what should be allowed for the three new Schools. The decrease in the 1st and 2nd classes may be attributed to the opening in several Schools of English classes, to which many of the senior Tahsili scholars have been attracted. A general cause of the comparatively large number of junior-class boys in the Tahsili Schools of this Circle is the large proportion of Hindi as compared with Urdu readers attending them, viz., 3 : 1. The Hindi reader seldom looks beyond the Office of Putwari or of Bazar account-keeper, for either of which the studies of the 4th class qualify him; whereas the boy who takes up Urdu aims at

one of the many positions in life, to attain which a higher range of studies is requisite. Referring to this subject Dr. Anderson says:—

"The mass of pupils are still found only in the 1st class of Hulkabundi and "6th and 7th classes of Tahsili Schools, presenting an unsatisfactory disproportion "between those who content themselves with the very lowest and least elements "of instruction, and those who seek that degree of it which will be of some real "use to them in life. These lower-class pupils remain only from 12 to 18 months "at School, and that not continuously, while not a few of them are adult men. How "to deal most effectively with this mass, so as to impart to it the greatest amount "of quickening and information in the least possible time is a problem I have fre-"quently tried satisfactorily to solve. A considerable improvement has indeed "taken place within the last three years, by dint of showing comparatively as much "attention to the lower classes as to the upper, and by repeated injunctions on the "teachers to attend rather to the solid, than the showy branches of instruction; "and they now begin to be interested in their success."

From an exhaustive "summary of the results of inspection" prepared by Dr. Anderson, and showing in minute detail the number of boys present at the time of examination, number of prizes given, the subjects for which prizes were given, the state of the Schools as regards instruction, discipline, appurtenance, and progress, and the state of School-houses, two headings are selected as offering a view of the comparative merits of Schools in the several districts :—

Name of Zillah.	No. of School.	*State of the School at the time of the Inspector's visit as it regards*										
		INSTRUCTION.							PROGRESS SINCE LAST YEAR.			
		Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Improved.	Slightly Improved.	Not Improved.	Fallen off.
Agra, ...	9	...	1	4	2	2	...	...	6	1	1	1
Cawnpore, ...	12	...	4	3	1	1	1	2	4	...	4	4
Etah, ...	4	...	...	1	3	...	...	...	2	2	...	...
Etawah, ...	6	...	...	5	1	...	...	...	3	2	1	...
Farukhabad, ...	7	1	...	4	1	...	1	...	3	3	1	...
Hamirpur, ...	8	...	1	...	1	3	3	...	...	...	2	6
Jaloun, ...	6	3	...	1	...	2	...	...	3	...	...	3
Jhansi, ...	8	...	...	...	...	7	1	...	...	...	2	6
Lullatpore ...	4	2	1	...	...	...	...	1	2	...	1	1
Muttra, ...	9	...	...	...	5	4	...	...	7	...	1	1
Mynpoori, ...	6	...	...	4	1	1	...	...	3	...	2	1
TOTAL, ...	79	6	7	22	15	20	6	3	33	8	15	23

Those well reported of under "Instruction" are 35 against 29 unfavorably mentioned, and the number which have not improved is 38 against 41 Schools in which more or less progress has been made.

Of the Tahsili Schools in the 3rd Circle the Inspector reports :—

"There are now 53 Tahsili Schools, instead of the 54 of the last year, one, "that of Kara (Allahabad), being converted into an Anglo-Vernacular School.

"There is an increase of 368 in the number of boys. Of the whole 3,437 boys, "1,517 are agriculturists and 1,920 non-agriculturists.

"Five Schools, namely Raoteepore (in the Ghazipore District,) Khajwa (in the "Futtehpore,) Salimpore and Burhalgunj (in Goruckpore,) and Moongra Badshapoor "(in Jounpore) have not less than 100 boys. Last year there were only three such "Schools. This year there are only five Schools which have less than 40 boys, against "nine of last year. The average has risen to 64·85 boys per School from 56·83 of "last year.

"The daily average attendance, however, has fallen this year to 76·05 per "cent. from 80·25 of last year.

"Last year the total amount of fees collected was Rs. 3,541; this year it has "come up to Rs. 3,670-8-0. This is exclusive of Rs. 1,517-15-0 collected in the "Anglo-Vernacular Schools, which is nearly twice as much as was collected last "year, Rs. 772-1-0.

"The total cost of educating each pupil amounted last year to Rs. 5-12-5, and "to the Government Rs. 3-5-2, this year it is Rs. 5-11-7 and Rs. 3-4-8.

"As regards the progress the boys have made in learning, the marginal table will "suffice to "give a "fair idea "of their "acquire-"ments. "There "are this "year 62 "boys in the "first class, "against "52 of the "last year, "and 154 "in the "second "class, "against 109. Many of these boys will come to the Boarding-house at Benares to "study English after the summer vacation of the College. Seventy-three of the "boys who left the Tahsili Schools have been reported to me as having obtained "employment, on salaries ranging from Rs. 25 down to Rs. 3 per mensem."

District.	No. of Schools.	Classes.							Total Scholars.	Remarks.
		1st	2nd	3rd	4th	5th	6th	7th		
Allahabad, ...	7	2	25	14	58	65	62	195	421	
Azimgurh, ...	9	18	39	48	75	82	94	237	593	
Banda, ...	8	2	10	25	35	40	84	211	407	
Benares, ...	2	0	4	10	10	31	14	16	85	
Futtehpore, ...	5	6	14	26	29	51	100	153	379	
Ghazipore, ...	5	24	20	22	56	71	73	141	407	
Goruckpore, ...	8	4	14	25	58	75	127	272	575	
Jounpore, ...	6	0	16	35	44	44	62	190	391	
Mirzapore, ...	3	6	12	20	22	29	33	57	179	
Total, ...	53	62	154	225	387	488	649	1472	3437	In 1864-65.
	54	52	109	174	385	467	619	1263	3069	In 1863-64.
		10	45	51	2	21	30	209	368	Increase.

29.—*Tahsili Schools in Kumaon and Gurhwal.*—The marginal statement shows the attendance for the two last years; from which it appears that there is an actual increase of 278 in average attendance; but it must at the same time be observed that the percentage of attendance is not so good. It has fallen from 68 to 64. The cost of educating each pupil has fallen from Rs. 3-15-8 to Rs. 3-3-2 in Kumaon, and from Rs. 3-9-10 to Rs. 3-5-4 in Gurhwal. Major Smyth, Inspector

	1863-64.		1864-65.	
	Rolls.	Attendance.	Rolls.	Attendance.
Kumaon Tahsili, ...	904	589	1,208	746
Gurhwal Tahsili, ...	718	542	975	663
	1,622	1,131	2,183	1,409
Increase in attendance, ...		...	...	... 278

of the Circle, attributes the rising popularity of the Schools to three or four causes, viz., the decrease of credulity among the inhabitants, who are generally ready to believe the slanders of Brahmins with regard to the intentions of the Government; the appointment of some of the pupils in the Settlement Department; the interest taken in educational progress by the District Officers; and the selection of better localities for the Schools. On the question of attendance he thus expresses himself:—"There is a sad falling off in the attendance at all except the Bhootiah "Schools between June and October. The hill streams are liable to rise suddenly "during this season, and become dangerous for little children to cross. The popu- "lation, too, everywhere except in the Bhootiah Districts is purely agricultural, "and all the children are constantly employed in weeding and other agricultural "work."

Major Smyth has the following interesting information on the Bhootiahs and their Schools:—"The Bhootiah Schools are still I think the best in the Province. "The Bhootiahs are a more energetic race, and less under the influence of the "Brahmins than the people of the lower hills, and have fewer prejudices.

"I have just established a new Bhootiah School in the Darina valley. The "Darina people are the most drunken and disorderly of all the Bhootiahs, but "I think the School will be a success, and will do good in other ways.

"The pergunnahs of Darina, Byanse, and Chundame are inhabited by a class "of Bhootiahs quite different from those of Milum Niti, Mana Nilung. Their "language is totally different. Those of them that know Hindoostanee or Ku- "maonee speak it with a peculiar accent, and there are many letters in the Hindi "alphabet which they cannot pronounce. Their origin is doubtless different from "that of all the other hill people.

"Mr. Batten, in his report on Kumaon and Gurhwal, says they originally "came from Rohilcund. None of the other Bhootiahs or hill-people associate or "intermarry, with these. They have some very extraordinary social customs, "which it would be out of place to mention here.

"I allude to the subject chiefly that I think a Mission established among them "would probably meet with great success. They call themselves Hindoos, but their "religious observances are more Buddhist than Hindee, and they eat cow's (or "rather yak's) flesh.

"There is one failing among the Bhootiahs, which sometimes injures the "Schools. They are very quarrelsome among themselves. I have sometimes "found a deadly feud between two villages arising from some trivial cause, and if "one of these villages happens to be the School village, the School of course suffers. "They are a drunken and rather disorderly lot. I have frequently (particularly in "Darina) arrived at a village and found all the people—men, women, and children— "all drunk together and fighting.

"On such occasions a School Pundit cannot venture outside his house. The "Bhootiah children are fine, rosy-checked, manly boys, and enjoy seeing my magic- "lantern more than any other boys in the District.

"The Bhootiahs change their quarters twice a year, and this causes a serious "interruption to School work. At present the month's School vacation takes "place during one of these migrations."

The best School in the Hill Circle is the Srinuggur School. The town is large, and an English Class is maintained in the School.

SCHOOLS IN AJMERE.

30. The marginal statement shows the attendance for the year. The Inspector speaks with hopefulness of future improvement by reason of the Normal Class recently established at the Ajmere School, and from a change in the amount and scale of salaries paid, which I hope to introduce during the present month. I quote Mr. Goulding's own Report of the state of the Schools under his charge. His remarks were interesting in more points than one. They represent the state of the Schools and the difficulties which have to be encountered with fidelity; and they show the character and feeling of the population, favorably contrasting the promise of the children with the short-sighted meanness of their parents. The independent testimony to the good state of some of the Schools which is introduced here and there is also valuable. I have already taken steps towards the provision of better School accommodation, and the arrangements are in course of submission to His Honor for sanction.

Schools.	*Attendance.* 1833-64.	1864-65.
1. Pushkar, ...	60	65
2. Pisangan, ...	31	48
3. Sawar, ...	16	44
4. Khekri, ...	35	40
5. Srinagar, ...	33	32
6. Gobindgarh, ...	29	31
7. Baghera, ...	25	22
8. Bhinao, ...	19	21
9. Massudah, ...	17	21
10. Deolia,...	20	16
	283	340
INCREASE, ...	55	

"The following remarks will describe the condition of each School when "visited and examined by me:—

"*Pushkar.*—Seventy-nine boys were borne on the rolls, of whom 30 are old "scholars, whose attendance has been pretty regular during the year.

"The School last year was held in the corridor of a temple. The spot was dry, "and the building itself airy and commodious; but in consequence of its requiring "repairs, the scholars were removed to another totally unsuited to the purpose, but "the only available one.

"The condition of the lower apartments, in which 30 or 40 boys were seated, "may be judged from the fact that the floor had not long before been four feet "under water from an inundation of the lake, on the margin of which the building "stands. The highest class was the 4th, containing six boys, whose reading and "pronunciation were both good and spelling fair. The Bharuthvirshi has been "properly expunged from amongst the Class-books; for, apart from its utter worthlessness as a history, it was rather humiliating to listen to lads who ought to "receive the seeds of sound knowledge exercised in all the revolting fictions of "the history of Lunka and Ráwan, on which the Pundits always took the opportunity to dilate. Yet it was admirably adapted for engaging the attention "of the crowd, who frequently, with a show of pride, responded to questions put "to the boys, and supplemented with a vast amount of information the facts which "the book but briefly recorded. Something more rational, however, has been substituted in the Itihas Timir *Náshak*. The Arithmetic of the class was a failure, I "regret to say, the boys being unable to work the simplest questions in the Rule-of-Three. I ascribe this partly to the circumstance that the pupils are too "numerous for one teacher and one monitor.

"The 5th class contained nine boys, who read and pronounced well, but did "not succeed in explaining the subject of the book, Kissa Subuddhi Kubuddhi, very "clearly, the meanings of several words in ordinary use neither Pundit nor Sub-Deputy Inspector being able to give to the boys. In Arithmetic they did well, "and were well up in the Map of the District.

"The 6th class contained nine boys. They read fluently, but a prominent "defect in pronunciation was the substitution of *sh* for simple *s*, which it certainly "is a matter of great difficulty to correct, particularly in the older boys. The

"spelling was good and Arithmetic fair. The second division of this class consisted "of fourteen boys, the majority of whom were very intelligent children. Their "precocity in many instances may be traced to their being habitual beggars,—a "lucrative calling at Pushkar, where native prodigality recognises no worthier "objects for its exercise than temples and obese Brahmans.

"This town sends seven boys to the Ajmere School.

"*Gobingarh.*—Forty-six boys were borne on the rolls; forty-one were present, "of whom twenty-five were old scholars.

"The 4th class contained four boys, three of whom had been promoted but "recently to the class, contrary to express orders, and the result was that the "examination in Bidyankur was unsatisfactory, as indeed it was in other subjects. "The Pundit had been reported to me for his carelessness during the year, and had "received a caution, but without effect. He has private resources of his own, is "*physician* to the Thakoor of the place, and his quackery has obtained him wide "practice; but he possesses none of the qualifications of a good teacher. The "School contains many very intelligent lads; and those whose attendance has been "regular, or whose parents have evinced the smallest interest in their progress, "take the lead in all subjects. In Geography (Map of the District) and Arithmetic "the boys did well. It was gratifying to find that there was some improvement in "the pronunciation of the younger boys,—a point on which I have commented "unfavorably in former reports.

"*Pisangan.*—The number of boys borne on the rolls of this School was 48, of "whom 43 were present. The building they occupied stands on the margin of a "large pond, is about eight feet wide, 15 or 20 long, and capable of accommodating "20 boys. The others sit in the courtyard attached, along which, and extending "through the house itself, runs a cleft in the floor caused by the subsidence of the "facing of masonry towards the water.

"The structure is simply dangerous to sit under, and in the rains will be "wholly untenantable. Yet there is no other available, though the Deputy Commis-"sioner has prevailed upon the Rajah to assign a spot for a new School-house, "without, however, provision for its erection. The 4th class contained seven boys, "whose reading was remarkably clear, and their comprehension of the subject of "the book, Bidyankur, creditable. It is matter for congratulation that boys situated "as these are, in the midst of a population whose dialect is one of the rudest of the "day, should acquire a correct pronunciation of the Hindee. Spelling and Geography "both good, but the Arithmetic bad.

"The boys of the 5th class, of whom nine were present, displayed the same "proficiency in reading, though the meanings of many of the Persian words with "which the book abounds had not been explained by the Pundit, who indeed was "himself innocent of all knowledge of them. The spelling was good, but Arith-"metic and Geography both indifferent. One of the boys of this class on the day "of my visit had gone a distance of eighteen miles to beg.

"The 6th class contained nine boys, with whose performance in reading I was "as well satisfied as with the others.

"The School was visited in January by Mr. Drynan, of the Beaur Mission, who "'made the following entry in the Visitor's Book:—'The state of the School highly "'creditable to the Pundit.' Subsequently Captain Carnell, of the Police, remarked: "—'I visited the School kept by Gunga Bishun, and found a large attendance of the "'scholars, all of whom appeared to be well taught and cared for by the master.'

"Pisangan is a large town, and ought to possess a good School-house.

"*Srinagar.*—The number of boys on the rolls was forty-six, of whom forty-
"three were present. The examination here was a very satisfactory one. The boys
"read and pronounced well with few exceptions, and spelt correctly. The School
"contains a number of very intelligent boys, who replied in the affirmative with
"much animation, when I enquired whether they would go to Ajmere if their
"parents permitted them; and several asked earnestly that the latter should be
"spoken to on the subject. The effect of the harangue has already been alluded to.

"The questions in Bhugol Bhurut Khund were answered without an error,
"while three of the four boys did well in Arithmetic.

"The 5th class contained five boys, and I was very well satisfied with their
"reading, pronunciation, and explanation of the lesson. They, moreover, spelt well.
"In Arithmetic and Geography they did fairly.

"In the 7th class the boys read fluently, but the pronunciation was very de-
"fective.

"The subject, however, was well understood, and they spelt well. The School
"was visited in December by the Reverend Mr. Martin, who recorded the follow-
"ing opinion:—'I have this day examined the Srinagar Government School, and
"'have great pleasure in giving my testimony to its high state of efficiency. There
"'were present in all forty-four boys. In the 1st class, 4; 2nd, 6; 3rd, 18. The
"'first two classes read with great accuracy, and answered with great intelligence.'

"*Baghera.*—Number of boys on the rolls twenty-seven, of whom only seven
"have been regular in their attendance throughout the year. The examination here,
"I regret to say, was very unsatisfactory;—bad pronunciation, subjects not under-
"stood by the boys, and incorrect spelling were the most prominent defects. The
"Pundit is in the receipt of Rs. 6 a month, and is a man totally devoid of energy,
"while his attainments are of the very lowest order. He was unable to write down
"in figures for his boys fifty lacs four thousand and two. His dismissal will be
"recommended as soon as I have a man qualified to fill his place.

"*Khekri.*—I had reason in my last Annual Report to express my dissatisfac-
"tion with the Pundit in charge of the School here, and I regretted to find on my
"last visit that little pains had been taken to correct the defects of the past. I have
"been sadly disappointed in this man, and, on the introduction of the revised
"scheme of salaries, will recommend a better for appointment to the post. Forty
"boys were present.

"The 5th class contained nine boys. Their pronunciation was very bad, the
"explanations of the reading lessons defective, and spelling incorrect. No effort
"had been made to ascertain the meanings of Persian words in the reading-books,
"and Pundit and Sub-Deputy Inspector both stared vacantly when they were re-
"quested to give them to the class. The reading of the thirteen boys who com-
"posed the 6th class was as unsatisfactory as that of the 5th.

"*Deolia.*—I had ocular proof here of the persistency with which parents will
"urge their reasons, puerile as they invariably are, for taking their children with
"them in marriage processions. As the examination proceeded, the parents of five
"children came forward for permission to remove them, and no arguments could
"prevail with the men to leave them at School.

"Where the Pundits are on small salaries, as here and at Baghera, and are
"consequently men of no weight, they can exercise little or no influence, even in
"minor matters, and the evils arising out of desultory attendance and a variety of
"other causes are intensified. The Pundit observed it was fortunate that I visited
"the School that day, for a few hours later I should have probably found no boys at

"the School. This remark only served to confirm me in my opinion of his unworthi-
"ness as a teacher. Notwithstanding these circumstances, so adverse to the growth
"of a healthy spirit in the boys, there was an earnest desire in some of the lads for
"instruction ; and I was peculiarly struck with the manner of one of remarkable in-
"telligence, and about eight years old, who, however, could scarcely address me
"without emotion. The cause of this I could not understand until the Pundit drew
"my attention to the boy's paternal uncle and guardian, who sat in the crowd,
"wearing massive silver ornaments, and looking the personification of cupidity.
"This man was the wealthiest trader in the town, and yet would not incur the ex-
"pense of *one* anna to purchase a book for the boy, who had been instructed wholly
"out of the teacher's copy. The lad had persistently refused to accompany the
"others in the marriage procession, and on my enquiring of him the reason, he shed
"tears, which, however, he quickly dried and asked me with animation to examine
"him in Arithmetic.

"The feeling aroused is one of intense loathing when we witness the cold, sor-
"did natures of such men, whom nothing will divert from the all-absorbing desire to
"add to their wealth, though it be by infinitesimal fractions, withering the tender
"shoots that have scarcely struggled into light, or permitting a sickly and feeble
"growth with the measure of help they dole out, and in a way as if it were their
"very life-blood.

"The 5th class here consisted of ten boys, but I was pleased neither with their
"pronunciation nor their explanations. Spelling was also bad. In the Map of the
"District they answered well. The 6th class of seven boys, however, did much
"better, and spelt well. The building here is one of the most wretched, and the
"examinations have consequently been always held in the courtyard attached
"to it."

31. The following is a summary of Tahsili Schools and Scholars for the last two years :—

Circles.	1863-64.		1864-65.	
	Schools.	Scholars.	Schools.	Scholars.
1st Circle, ...	63	4,987	63	6,689
2nd Circle, ...	76	5,722	79	6,469
3rd Circle, ...	54	3,069	53	3,437
Kumaon, ...	36	1,622	36	2,183
Ajmere, ...	10	285	10	340
	239	15,685	241	19,118

Increase... { Schools, ... 2.
Scholars, 3,433.

Hulkabundi Schools.

32. *School in the 1st Circle :—*

Districts.	1863.		1864.		Increase or Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Aligurh, ...	63	2,031	80	2,549	17	518
Bulundshahr, ...	132	4,053	115	3,981	−17	−72
Meerutt, ...	139	4,188	140	4,495	1	307
Muzuffurnuggur, ...	106	3,384	113	3,489	7	105
Saharunpore, ...	96	2,654	98	2,796	2	142
Dehra Doon, ...	2	82	3	71	1	39
Badaon,...	121	2,996	99	2,699	−22	−297
Moradabad, ...	50	1,477	59	2,001	9	524
Shahjehanpore,...	134	3,395	123	3,457	−11	62
Total, ...	843	24,210	830	25,538	−13	+ 1,328

"The Inspector remarks:—"The number of Halkabandi Schools in any district "is found to be limited by the income arising from the School Cess. In most of the "districts of this Circle that limit has been reached, and in those of Bulund-"shahr, Badaon, and Shahjehanpore, as the only means of raising the pay of "deserving teachers, it has been deemed expedient to strike off some of the worst "Schools; hence the decrease in the total number.

"The temporary loss in scholars consequent on this measure has already been "nearly compensated by improvement in the Schools benefitted, and remains at the "end of the year only six for each School abolished. The total increase in the "number of scholars is 1,328, and the average attendance has risen to 30 per "School. The numbers in the several Classes stand thus:—

Years.	4th Class.	3rd Class.	2nd Class.	1st Class.	Total.
1864-65, ...	1,401	3,067	5,867	15,195	25,538
1863-64, ...	1,265	2,831	5,643	14,471	24,210
Increase, ...	136	236	224	724	1,328

"In the course of the cold-weather tour upwards of 20,000 Halkabandi scholars "were examined by Mr. Pearson, Assistant Inspector, and myself, and that more "closely than had been possible in former years. Of the 820 Schools examined, 72 "were found very good, 205 good, 164 satisfactory, 327 unsatisfactory, and 52 very "bad. The 72 very good Schools passed well in the Halkabandi course, and in "addition with more or less success, in subjects of the 1st or 2nd Tahsili School "classes. They belong to the following districts:—

Bulundshahr, ...	15
Saharunpore, ...	15
Mozuffernuggar, ...	14
Meerutt, ...	9
Moradabad, ...	7
Aligurh, ...	6
Badaon, ...	4
Shahjehanpore, ...	2
	72

"With Halkabandi scholars the greatest number of failures occurred in "Geometry and Arithmetic from want of neatness and accuracy. Many were good "in tone and manner of reading and in history. Excellence was found more fre-"quently in hand-writing, map and plan-drawing, surveying, knowledge of the maps "and dictation.

"On the encamping-ground at Aligurh, in November last, several hundred "of these boys were gladdened with the opportunity of displaying before His Honor "the Lieutenant-Governor specimens of their hand-writing, surveying and map-"drawing."

33. *Schools in the 2nd Circle.*—These number 1,079, and contain 29,365 scholars. Last year the number of Schools was 1,087, and of scholars 28,825: thus, while there are 8 Schools less, the scholars have increased by 540, raising the average per School from 26·6 to 27·2.

Of the above, 1,041 Schools with 22,100 scholars, as enumerated in the marginal table, came before the Inspector and Assistant Inspector.

Districts.	No. of Schools.	Scholars.					
		On Register.	In each Class.				At Examination.
			4	3	2	1	
Agra, ...	174	4,719	107	348	914	2,040	3,409
Cawnpore, ...	103	3,084	47	166	505	1,497	2,215
Etah, ...	92	2,643	8	79	429	1,605	2,121
Etawah, ...	137	3,597	57	389	683	1,396	2,525
Furukhabad, ...	41	1,832	19	92	191	1,097	1,399
Hamirpore, ...	68	1,993	6	60	267	1,170	1,503
Jaloun, ...	46	1,247	.	29	163	733	925
Jhansi, ...	78	2,263	11	113	336	1,306	1,766
Lullatpore, ...	...	...	...	...	...	...	...
Muttra, ...	171	3,775	23	362	834	1,835	3,054
Mynpoori, ...	131	3,846	24	184	784	2,191	3,183
Total, ...	1,041	28,999	302	1,822	5,106	14,870	22,100

Dr. Anderson thus sums up his observations :—

" The Schools in " which all the classes " are equally well " taught, and all the " subjects properly at- " tended to, are com- " paratively rare. The " cause of this defect " lies of course partly " in the mental weak- " ness or indolence of teachers and scholars, who cannot or will not attend to more " than one subject; but it has been greatly aggravated by custom and prejudice.

" All subjects or questions involving thought or consideration (I had almost said " however simple) are still very imperfectly apprehended. Although some progress " has assuredly been made in cultivating the understanding and the judgment, the " power of verbal memory and of mere imitation is still so prevailing that answers " or exercises, apparently fair and intelligent, yet go down like a house of cards " by a simple test question, showing sometimes that even the demonstration of a " proposition in Euclid that was correct to the ear had little or no hold on the " understanding of the pupil.

" There are, besides, several points in which comparative deficiencies still ap- " pear; (1) careless and imperfect writing, the prevalence of Mooria and Mahajanee " forms of letters, the introduction of vicious modes of spelling from the " village patois; (2) slow progress in Geography and History, arising both from " prejudices against these studies and from the Maps procurable being ill-printed " and incorrect; (3) a general want of attention to measuring and surveying in " proportion to their practical utility. Few of the pupils know the way to calcu- " late the solid contents of a tree, or of brick-work, or of an earthen embankment, " without some assistance; and often, on presenting a prettily-drawn Survey-map " of their own, they will not be able to tell correctly how some of its fields are to " be measured; or at best can give only the inexact rules common among native " putwarees. Such defects are, indeed, but old subjects of complaint. They are " here mentioned to show that, though less perhaps than formerly, strenuous " exertions for improved instruction require still to be pursued.

" On the other hand, very considerable progress has been made in some districts " in the instruction of the majority in the essential elements of primary education. " The proficiency in Mental Arithmetic, or Puhara and Bazaar accounts, of many " young boys in the lower, and the dictation and simple Arithmetic of the middle " classes, are often something more than respectable. The neatness with which the " Nagree and Oordoo characters are sometimes written, even by those who know " only the alphabet, and the speed and correctness with which others execute their " higher tasks in Dictation and Arithmetic, passing a very strict ordeal, would be " anywhere remarkable. Even in Geography and History, the proportion of those " who know well the map of their zillah or of Hindoostan, and who can distinguish " objects and places intelligibly, and answer minute questions on the map of Asia

"and the World, is yearly increasing; while the facts and traditions of the Ancient "History of India, as detailed in their Class Book, is not only awakening a more "general interest, but exercising more understanding and reflection."

While on the subject of the various beneficial influences brought to bear on Village Schools, the Inspector speaks thus of the newspapers circulated by Government:—

"Having entertained some doubts of the use made of the newspapers sent "for circulation among the Teachers of the zillahs, I was agreeably surprised to "find that they are in most places subjects of great interest, not to the School-"masters only, but to pupils, the Zemindars and the Bunyas of the villages, who "frequently assemble together to hear them read."

34. *Schools in the 3rd Circle.*—" The Inspector says:—Last year we counted " 1,149 Schools and 38,812 boys; this year we have the same number of Schools, " and 33,366 boys. The causes of the decrease in the number of boys, which is " confined entirely to one district, that of Goruckpore, are no other than the " systematic inspection of the Deputy Inspector, and the enforcement of a better " discipline, the boys nominally kept on the Registers, or irregular in their " attendance, having been struck off the roll.

"The average of boys per School is this year 29·03, instead of 33·78 of last "year. The daily average attendance is reported this year to be 82·51 per cent., a-"gainst 74·74 of the last year,—an improvement, the fruit of better discipline, which "has fully compensated the loss in the number of boys. In the Goruckpore dis-"trict, where the number of boys has decreased, the average attendance has arisen "to 91·94.

"The total annual cost of educating each pupil is Rs. 3-1-0½, and to the "Government of only five (5) pies. Last year it was Rs. 2-14-10 and Annas "5-4.

"A Progress Statement, like that given for the Tahsili Schools, is given here-"with in the mar-"gin. The Classes "in the Halka-"bandi Schools of "this Circle are "all arranged ac-"cording to the "Tahsili standard, "and consequently "they are seven, in-"stead of four, as "generally is the "case in other Cir-"cles. There are "this year 55 boys "in the 1st Class, "against 8 of last "year, and 391 "in the 2nd Class "against 37. Many "of these boys "will come to the "Boarding House at Benares, to study English after the Summer vacations of the "College.

	Districts.	No. of Schools.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
			Classes.							
1	Allahabad, ...	162	...	7	50	447	1021	1210	805	3540
2	Azimgurh, ...	88	3	58	97	210	299	525	1656	2848
3	Banda, ...	179	...	13	45	397	997	1171	1335	3958
4	Benares, ...	30	3	26	64	160	186	204	366	1009
5	Futtehpore, ...	67	...	16	111	237	365	608	1056	2393
6	Ghazeepore, ...	118	25	52	96	321	499	787	2041	3821
7	Goruckpore, ...	351	21	178	1566	2318	1749	2108	3011	11131
8	Jounpore, ...	90	3	29	172	365	505	670	1071	2815
9	Mirzapore, ...	64	...	12	123	242	220	701	733	2031
	Total, '64-'65,	1149	55	391	2324	4697	5841	7984	12074	33366
	Ditto, '63 '64	1149	8	27	3493	7103	8890	10530	8951	38812
	Increase, or Decrease, ...		+47	+364	—1169	—2406	+3049	—2546	—3123	—5446

"Ninety-eight of the boys who have left these Schools have been reported to me "as having obtained employments on salaries ranging from Rs. 15 down to "Rs. 2 per mensem.

"In October last, when His Excellency the Viceroy passed through Benares "on his way down to Calcutta, we collected some four thousand (4,000) boys, "Tahsili and Halkabandi, from the neighbouring districts, for His Excellency's in-"spection. It was a pleasant sight to see the whole College compound studded "with these young rustics, dressed in their holiday clothes, and sitting quietly on "the ground in lines, with their books, slates and maps before them. His Excel-"lency passed through the lines, and personally examined several of the boys in "Maps, Geometry, &c., and was good enough to make several remarks of kind "approbation, most encouraging to the Department as well as to the boys. They "carried back to their villages rapturous accounts of the glories of the day, on "which they were inspected by the 'Lat Sahib' himself."

35. *Schools in Gurhwal.*—The number of boys on the rolls is 2,127, with an average attendance of 991, or 46 per cent. only. Last year the number was 1,567, with the per-centage of attendance nearly 60.

The obstacles to regular attendance described by the Inspector have been mentioned in para. 29 above, but he does not account for the decrease in the rate of attendance here pointed out. An inquiry on this point has been made. The progress of the Schools is regarded by Major Smyth as satisfactory. He says:—"Most of these Schools are in a satisfactory state, and the Gurhwal District "Officer takes much interest in them. One or two of the worst have been closed; "but there are still 3 or 4 in bad order, and which I do not think will ever succeed."

36. The following table presents a summary of the attendance at Halkabandi Schools during the year:—

Circles.	1863-64.		1864-65.	
	No. of Schools.	Attendance.	No. of Schools.	Attendance.
1st Circle, ...	843	24,210	830	25,538
2nd Circle, ...	1,087	28,825	1,079	29,365
3rd Circle, ...	1,149	38,812	1,149	33,366
Gurhwal, ...	40	1,567	42	2,127
Total, ...	3,119	93,414	3,100	90,396

Female Schools.

37. One of the silent changes effected by Education working beneath the surface of Native Society, is the withdrawal of opposition to the wishes of the Government in the matter of Female Education; and the quietly progressive character of the movement may be taken as a token of stability. Our policy is by no means to force results, easy as this would be, for such is the present state of popular feeling, that every Magistrate in the Provinces, who chose to give the order and find funds, might have a Girls' School in every town. He could not however answer for its stability, or rely on his reporting agency for accuracy in the returns of attendance, expenditure, &c. The wisest course for our Civil Officers is to foster the tendency, by perpetually recurring to the subject in conversation, and by encouraging all actual efforts made, so long as they do not originate from motives of self-interest. Such public meetings as that held last year at the Kakora Ghât Fair by the Commissioner of Rohilkund, in which native gentlemen of influence were invited to express their sentiments on the subject, produce a wide effect.

At this meeting the expression of feeling on the propriety of Female Education was enthusiastic. The Municipal Committee of Bareilly are making efforts to establish Girls' Schools in the city. A few promising Schools have been opened some months, but it must not be supposed that their exertions end here. The education of girls and women is spreading largely in private life. There are families in this town, every female member of which can read; and I am glad to see that men who show zeal in the cause in their public character as servants of the Government do not, as is too commonly the case with natives, forget the more powerful effect to be produced by example.* The most important movement in this direction, made during the year,—important, because both deliberate and strictly voluntary,—is that initiated by the *Sath Sabha*† of Agra. The Committee has established 30 Girls' Schools, and now draws a grant-in-aid from the Government to assist in their maintenance. Children of highly respectable families attend these Schools; and the specimens of needle-work I have received, together with copies written by girls of all ages, prove that great progress has been made.

The *Bharat Khand Amrit* encourages its readers to advance in the course of self-improvement, and I am inclined to think that the influence of this paper is considerable. One of the professed objects of the Society is to stir up the cause of education in provinces not directly under the British Government. As a specimen of one of the articles which now and then appear, I may give the following translation of part of the issue of March 12th last :—

"Praise be to God that the exhortations of the Press in the matter of Female "Education have not been without effect in many places. News continually "reaches us from different districts of the establishment of Girls' Schools in the "villages and Sudder towns. All credit to those who labour in so good a cause. "In the city of Agra, men at first regarded the movement as a reproach; but now "Hindi and Urdu Girls' Schools are to be found in every street, and are highly "valued. The daughters of respectable families attend these Schools, some of "which have attained a high degree of excellence under the able management of "the Committee. Well-qualified Mistresses have been entertained, and the regu-"lations of *pardah* are strictly observed. Thirty-three Schools have thus been "established by the Committee. Experience will show the value of Female Educa-"tion, which is as yet inappreciable to the mass of the people; and then many "more Schools will be set on foot."

A good School was established during the year in Agra by the Mir Munshi of my Office, for the education of Musalman ladies of family with whom he is connected. The Mistress is a lady of considerable ability and scholarship, a descendant of Akbar's celebrated Vizier. The School has been visited at my request by ladies able to judge of the progress of the girls, and their report was favourable.

In November last, His Honor inspected some Girls' Schools in the Allygurh district. The district is still distinguishing itself for progress in this respect, and much credit is due to Pandit Gopal Singh, the Deputy Inspector, for his judicious exertions.

38. I must not omit to notice the successful efforts of the Reverends J. F. Ullmann and B. D. Wikoff, in the districts of Etawah and Mynpoory. The former gentleman has established sixteen Schools. "The number of females," he says, "in-"structed in these sixteen Schools, is 222. The most advanced among them read in "the 'Second Hindee Book' (published by the Vernacular Education Society); those "below them read the 'First Hindee Book,' and the remainder are learning the

* The Municipal Committee of Badaon also have taken up the cause, and opened three Schools.

† A private Society of the most influential Hindoos in Agra, whose object is moral, social, and religious reform. Their Secretary is Pandit Bunsidhur, and their organ is the *Bharat Khand Amrit*.

"alphabet and first spelling lessons from boards." These Schools are held in *zenana*, and are under the inspection of Native Christian women, of whom Mr. Ullmann writes:—"The two Native Christian women who inspect these Schools are as compe-"tent for the work as they are conscientious in doing it." Mr. Wikoff has ten Schools, with an attendance of 167 girls, of whom 54 are now able to read and write. Grants-in-aid have been placed at the disposal of both these gentlemen.

39. The expenditure during the year on Female Schools supported by the Government was Rs. 12,012, and the number of Schools, with the attendance, is shown in the column adjoining, side by side, with last year's results. This shows an increase of 236 Schools, and 4,394 Scholars. An increase in expenditure, amounting to Rs. 19,504, has been estimated for in 1865-66, and sanction has been given. The result will I hope be seen in the increased efficiency and *comfort* of the Schools already in operation, and in the rapid growth of fresh Schools. Part of the estimate relates to the establishment at Agra and Benares of two training Schools for School-mistresses.

	Districts.	1863-64.		1864-65.	
		* Number of Schools.	Attendance.	Number of Schools.	Attendance.
1st Circle.	Aligurh, ...	42	632	40	859
	Bulundshahr, ...	20	343	20	391
	Meerutt, ...	13	170	38	746
	Muzuffurnuggur, ...	4	63	14	216
	Saharunpore, ...	2	30	12	221
	Bareilly, ...	2	23	4	63
	Badaon, ...	2	25	14	311
	Moradabad, ...	3	43	4	96
	Shahjehanpore, ...	9	130	15	231
	Dehra Doon, ...	...	...	1	7
	Total, ...	97	1,469	162	3,141
2nd Circle.	Agra, ...	28	481	78	1,425
	Muttra, ...	7	117	13	229
	Etah, ...	3	65	6	138
	Mynpoori, ...	2	32	17	283
	Furruckhabad, ...	...	...	7	163
	Humirpore, ...	...	...	5	54
	Etawah, ...	...	...	3	30
	Total, ...	40	695	129	2,322
3rd Circle.	Allahabad, ...	4	...	5	69
	Benares	3	111	10	140
	Goruckpore	...	...	24	346
	Ghazipore, ...	...	...	16	220
	Jounpore, ...	...	...	13	190
	Futtehpore, ...	...	...	9	79
	Mirzapore, ...	...	...	7	93
	Banda, ...	...	...	5	59
	Total, ...	7	111	89	1,196
	Grand Total, ...	144	2,265	380	6,659

* Including those maintained from the Halqabandi funds.

40. The number of Girls' Schools set on foot by private bodies, and aided by the Government, is seen in the following Table, which includes new Schools also to be aided. Adding the totals of this, and the Statement given in the last paragraph (39), the result gives the number of Girls' Schools (477), and Scholars (9,138) known to be existing in the North-Western Provinces. This however does not give in all respects an accurate idea of the state of Female Education in this part of India, for it excludes all notice of the home education of females, which is becoming common in respectable families :—

GIRLS' SCHOOLS.

No.	NAME OF SCHOOLS.	Attendance.	Annual aid in 1864-65.
	AIDED IN 1864-65.		Rs.
1	Canning Protestant School, Agra, ...	33	3,000
2	Mission Female Schools, Benares, ...	175	992
1	Female Branch High School, Allahabad, ...	35	1,800
1	Ditto Parish ditto, ditto, ...	31	400
1	Ditto Orphanage, Benares, ...	48	320
1	Ditto ditto, Goruckpore, ...	45	360
1	Female Mission School, Azimgurh, ...	29	360
9	Female Schools, Mynpoori, ...	167	540
16	Ditto Etawah, ...	222	1,000
1	Mission Orphan Girls' School, Bareilly, ...	135	1,200
1	Meerut Boarding School, ...	20	300
1	Mission Girls' School, Dehra, ...	35	360
2	Female Schools, Municipal Committee, Bareilly, ...	30	480
1	Female Branch, Kunker Kherah School, ...	10	54
1	Ditto Ikla School, ...	6	30
1	Ditto Cowie Gunge, Bareilly, ...	15	180
1	Female Branch Secundra Orphan School, Agra, ...	165	900
	TO BE AIDED IN 1865-66, IN ADDITION TO THE ABOVE.		
30	Sath Sabha Girls' Schools, Agra,...	540	
1	City Girls' School, Agra, ...	20	
1	Mrs. S. Vine's Girl's School, ditto, ...	20	
6	Female Schools, Municipal Committee, Bareilly, ...	139	
1	Mission Girls' School, Allahabad,...	30	
1	Female Branch Basarutpore School, Goruckpore, ...	20	
	OTHERS OR UNAIDED SCHOOLS.		
3	Girls' Schools, Municipal Committee, Badaon, ...	55	
1	Catholic Convent Boarding School, Agra, ...	48	
1	Saint Joseph's School for Native Girls, ditto, ...	150	
4	Mission Girls' Schools, Futtehgurh, ...	91	
1	Allahabad Infant School, ...	32	
1	Mrs. Schnieder's Girls' School, Agra, ...	13	
1	Mudan Mohun Durwaza School, ditto, ...	30	
1	Mission Girls' School, ditto, ...	9	
1	Cheetowrah Girls' School, ditto, ...	11	
1	Nawab Gunge ditto, Cawnpore, ...	70	
	TOTAL, ...	2,479	

41. The following are the remarks offered by the Inspectors on this subject:—

1st Circle.—"The attendance at the Government Schools has increased. Many "new Schools have been set on foot, and supported from the Halqabandi Fund, in "anticipation of Government sanction for the cost of their maintenance; the majority "of these will next year be transferred to the list of Government Schools. Aided

" Mission Schools, and Schools established by the Municipal Committee of Bareilly and " Badaon, have swelled the list, and we have, at the close of the year, the unexpected " number of 178 Schools and 3,564 Scholars. More than a hundred Schools were " visited by me, and, in a fair proportion of them, considerable progress had been " made in teaching. Many of the girls were able to read a somewhat difficult " book well, and to write with tolerable correctness from dictation; knew the maps " of the Zillah and North-Western Provinces, and worked Multiplication sums. " Here and there one had advanced to the Rule-of-Three or Fractions. Needle-work " had been attended to, and, as an amusement, great quantities of bead ornaments " had been made. With worsteds given them as prizes, some of the Meerut district " girls had worked on samplers, not simply the letters of the Hindi Alphabet, but an " address in Hindi, expressing gratitude to the English Government for having " placed the means of instruction within the reach of the women of Hindustan. " This of course was at the dictation of the teachers, but there is no doubt that the " feeling will be adopted by the girls as they grow up. Specimens of another " form of sampler, quite new to me, were produced. Maps of Hindustan, in which " the boundaries of the several States were marked off in different coloured worsted, " and the rivers run in with blue silk. All those girls who had made any pro- " gress appeared to take great interest in their School work. The Deputy Inspector " of Allygurh says:—'Many girls have read books, in addition to those in the Hidayat- " nama, and are very fond of new books. In my opinion, when once a girl is able " to read and write properly, she will never leave her book during her lifetime, " except when she is asleep, or when she is engaged in some domestic work. I have " met with several instances of a Hindoo girl having made a superior match, in " consequence of her possessing the ability to read and write.' The Deputy Inspec- " tor, quoted above, had probably one of these cases in mind, when he expressed the " opinion that Female Education will act as a check upon Infanticide. 'Establishing " some Schools of this sort among the Ahirs, Tuwars, Chohans, Bais, Bhats, Pan- " dihs and Gehlots, will undoubtedly save thousands of infants from being cruelly " murdered.' It is encouraging to be able to believe that the work is spreading " from the girls in our Schools to their grown-up female relatives at home. In many " of the Schools visited by me, girls considered too old to appear read from behind " a curtain; and Pandit Gopal Singh, telling of what he has seen and heard, " writes:—'Hundreds of adults are learning to read and write, some from their female " relatives who attend our Schools, some from the boys of our Tahsili and Halqa- " bandi Schools, and others from their husbands or other relatives.' Speaking " of His Honor the Lieutenant-Governor's inspection of the female classes at " Aligurh, the Pandit says:—'This gave great pleasure to the girls, and to their " guardians, and produced a good effect in the minds of the people. The Schools " are now in a more prosperous state than they were before."

" *2nd Circle.*—Last year the number of Female Schools on Government Funds " was 40, with 695 Scholars. This year 129 Schools, with 2,322 Scholars, have al- " ready been sanctioned; while about 33 more, with 435 Scholars, are being establish- " ed, or waiting to be reported. Besides those, the girls who are taught along with " boys in Halqabandi Schools, amount to about 200, and those in Schools conducted " by Missionaries and Natives, to 1,571: in all 1,799 Scholars. This presents a total " of 4,556 females under education within the Circle.

" These Schools are now so numerous and are scattered at such distances " from the route of the Inspector between stations, that only about 60 could this year " be personally visited. They are still springing up in every zillah, but especially " in Agra and Mynpoori, with a rapidity and eagerness very remarkable. The " causes of this sudden development it may not be easy fully to trace or explain; but " among the more obvious and certain are:—

"(1.) That those natives who have themselves derived benefit from our edu-
"cation, naturally wish their wives and daughters to have like ideas and sympathies
"with their own.

"(2.) The belief long adopted by leading Pundits, and now generally spread
"by means of publications and the appeals of the "Sath Sabah, or Truth Society,"
"and our Native Inspectors, that Female Schools were formerly in use among the
"ancient Hindoos, and that their present establishment is but a return to a sanc-
"tioned practice.

"(3.) The report of the movement, and the Government patronage accorded to
"wards Female Schools in Dehli and the Punjab, along with the silent example and
"the increasing influence of the Female Schools that were erected soon after the
"mutiny in the zillahs of Agra and Muttra by Thakur Kulyan Singh and others.

"(4.) Lastly, but perhaps not the least, is the desire of old Pandits and young
"men, and even of parents, in the small and sequestered villages, where the ma-
"jority of them are established, and where many of the pupils are the relations of
"the teachers, to benefit by the Government salary and rewards. To this may be
"added the strong wish of Zemindars in such places to increase the respectability
"of their village by the institution of a Government School.

"It is not one motive alone which generally guides the Native mind; and the
"suddenness or unexpectedness of this movement is more apparent than real;
"while it is characteristic perhaps of Hindoos to rush at once upon a change,
"for which opinion has been long making preparations.

"These Schools, with but few exceptions, consist of girls belonging to poor,
"but respectable classes. Many of their brothers and other male relations are
"pupils in our Halqabandi Schools; in which, as before stated, girls not unfre-
"quently attend with the boys; and, as far as I have had an opportunity of
"observing, behave themselves with even more propriety than those educated
"separately by themselves.

"I have met with no objections against my inspection of them in any instance,
"but many invitations to visit them; and am convinced that, without some degree
"of inspection, they will never prosper, or be aught but nominal, and that all pre-
"judices against it among the lower classes will give way on the least gentle pres-
"sure; so long, especially, as the elder or married girls are allowed to remain be-
"hind the *pardah*, at the time of the Inspector's visit, and even this precaution
"will not long be maintained: it begins already to give way. It is not to be dis-
"guised, however, that Female Education or its inspection are not regarded with
"favor in many quarters. Thakur Kulyan Singh, the Deputy Inspector, thinks
"that within his observation about half of his countrymen are in favor of it, and
"half of the remainder are neutral. I have found that its supporters or promoters
"are generally the Lumberdars, Putwarees and Purohits of the villages, and that
"the Teacher, or proposed Teacher, is generally the relative of some of them; or a
"Brahminical widow, or the wife of a Halqabandi Teacher; and it appears to me,
"that what opposition now exists will gradually give way, and sink into insigni-
"ficance by ordinary prudence. These Schools will no doubt have to pass
"through the same ordeal as the Halqabandi did before them,—opposition, in-
"difference, appreciation,—till at length they become to be regarded by the
"Natives as a necessary or desirable appendage to their village institutions.

"Of their state and progress in instruction it is difficult to convey a just and
"exact notion. Most of the old Schools, which have been under the inspection of
"Thakur Kulyan Singh, are in a middling condition, both as to instruction and dis-
"cipline. Several of them are in so fair operation, that the Visitor leaves them

" with the conviction that the experiment has fully succeeded, or gives sure promise " of success. The writing or Puhara of the girls, their reading and Arithmetic, and, " in some instances, their knowledge of the Map, are but little inferior to a good " average Halqabandi School ; and their female work seems at once the produce of " their own industry and intelligence, and not without use in their Domestic Econo- " my. But on his introduction to others, especially to those lately established, the " dirty, noisy, or restless state of the poor girls ; the difficulty they have in naming " even the letters or words which they themselves have written, or in answering " the simplest question in Addition, or even reckoning above twenty, with the very " suspicious basket or needle-work they present as of their own making, obliges " him to acknowldge how much the undertaking is but " sowing in hope," and how " much it would contribute to success, were a higher and a better class of instruc- " tors procurable. Of this however there is no doubt, that the natural intelligence " of most of them is of no inferior order, and that the prize books, " kapra, " rings, " scissors, needles, looking-glasses and toys given away, have a most stimulating " influence on their feelings and faculties ; the fruits of which will no doubt subse- " quently appear.

3rd Circle.—" There are now 89 Girls' Schools in the Circle, instead of the 7 of " last year, giving instruction to 1,196 girls, of whom 305 are Muhammadans and 891 " Hindoos ; 276 learning Persian and Urdu, 23 Bengali, and 998 Hindi. Of these, 11 " Schools are supported by the Government at an expense of Rs. 50 per mensem, and " the charge of maintaining the others is temporarily borne by the Halqabandi Fund. " We cannot say much of these Schools yet. We are particularly cautious in this " matter. The people may have peculiar facilities in other parts of the country, " but we are not blind to the difficulties in our way. We must respect the Native " prejudices, and most of them all, the *pardah* system. Any false step, any over-zeal " in intruding into the native " *Zanáná* " seclusion, may retard the progress, instead " of accelerating it, to an indefinite period. At the same time I cannot depend on " mere Native report, that so many girls are under education. The thousands of " such a report, count in my opinion as cyphers only. We want Lady Inspectors, " of European blood. In the meantime we are not idle. Baboo Siva Parsad, the " Joint Inspector, is trying his best to introduce among his countrywomen the " Turkish veil, under which the girls can appear before anybody. Some photo- " graphs* are enclosed herewith, of a group of girls in Benares under this veil, un- " dergoing an examination. The Department is obliged to several Ladies of the " station, who voluntarily have taken upon themselves the work of inspecting some " of these Schools near at hand. The following are the remarks of Miss Gabbeth and " Mrs. Hooper, about the Sonarpura, Bishunpura, and Bengali Tola Girls' Schools.

"SONARPURA GIRLS' SCHOOL.

" *18th February, 1865.*—I have examined 14 little girls, and am satisfied with " the Teacher, who evidently takes pains. With the exception of five, who are either " very young, or have been lately admitted, all can read and repeat the Multiplica- " tion Tables.

(Signed) C. GABBETH.
(„) C. HOOPER.

"BISHUNPURA GIRLS' SCHOOL.

" *13th February, 1865.*—Visited and examined the Girls' Schools in this village. " Found twelve pupils assembled ; and after I had spent time in examining them, a " large number of females collected. I was pleased to find that the female Teacher " is assisted by a very intelligent boy, her son, who is a pupil in the village Boys'

* Specimens of these will be submitted for His Honor's inspection.

"School. The Girls' School promises well. About six of the girls could read, but "are deficient in drawing meaning from what they read.

(Signed) C. GABBETH.

"BENGALI TOLA GIRLS' SCHOOL.

"*30th March, 1865.*—Assisted by a female friend, a native of Bengal, I have "examined this School. Sixteen girls present; six absent. Of the children "examined eight can read well; the others have made fair progress in spelling, "and learning Alphabet.

(Signed) C. GABBETH

"We have made it a rule not to express in the least way any over-anxiety on "the part of the Government for these Schools, and having firm belief in the prin-"ciple that, when men are educated, they themselves will take steps for the educa-"tion of their women, we have told the Deputy Inspectors to open Girls' Schools, "only when they are pressed by the people to do so, and not to allow the opportu-"nity to slip away, and to strike the iron when it is hot. We have allowed them "to defray the charges to a certain extent, temporarily from the Halqabandi Fund, "but as the Fund will not be able to meet this call permanently, I shall ask you for "some more money on this account at the time of the next Budget."

NORMAL SCHOOLS.

42. There are four Normal Schools at the following places, being the Head-quarters of Inspectors:—Meerutt in the 1st Circle; Agra in the 2nd Circle; Benares in the 3rd Circle, and Almorah in the Kumaon Circle. In addition there is a Normal Class in the Etawah School, intended for the benefit of the district chiefly, and another has recently been opened in the Ajmere School, for the benefit of the country Schools, by effecting a reduction in the allowance made for prizes, and devoting the savings, under His Honor's sanction, to this useful purpose.

43. The receipt of G. O. 1,977*, dated 12th August, 1864, caused myself and the Inspectors much uneasiness. The only Local Funds, which could by any means be made available, were the School Cess Funds, which are inadequate to meet the wants of the population as it is. The consequence followed that, if any portion were diverted from actual expenditure on Schools and School-masters, a number of Schools proportionate to the amount so diverted would have to be closed. His Honor was pleased to forward any letter, explaining this effect in detail, for the favorable consideration of the Supreme Government. I print this part of the correspondence in Appendix C. to this Report, as explanatory of the status and position of the Normal Schools.

44. The following are the Inspector's remarks on the respective Schools:—

1st Circle, Meerutt Normal School.—"Of 112 Student teachers examined in "June, 1864, 48 were found worthy to receive Tahsili, and 35 others Halqabandi "Certificates; 9 had their certificates withheld in consequence of deficiency in some "one subject, and 21 were sent away without hope of any. After the vacation, "130 fresh students were called up, and of these 123 are still on the list, and "will be examined this month. I have examined the School several times in the "course of the year, and am well satisfied with the management of the Head-"master, Luchmun Parsad, and the ability and industry of the other teachers.

"The Senior division of the English class has made good progress, having "finished the Primer.

"The Barracks in connection with the new School-house have been com-"pleted, and will be occupied by the next set of students who enter in June."

* By this order it was ruled that the expense of Normal Institutions should be defrayed from Local Funds as far as possible.

2nd Circle, Agra Normal School.—From Statements furnished by the Head-master, Mr. Sharpley, it appears that of the pupils examined at the beginning of the year, 27 obtained 1st Class, and 13 2nd Class Tahsili Certificates; and that 8 were found qualified for 1st Class, and 52 for 2nd Class Halqabandi Certificates. The number of pupils enrolled for 1864-65 was 116. Dr. Anderson writes:—

"I had no opportunity last year of examining the proficiency of the pupils "at the close of their Session in Agra, being on leave at the time. This year the "examination will not commence until the end of next month. I believe, however, "from what I have seen, that the majority are in a tolerably fair state. Nearly the "whole now attend the English Master, and, from personal examination of their "progress, I am happy in being able to say that the introduction of even so limit-"ed a course of this branch of teaching has been very successful, and tends to give "popularity to the institution.

"With the exception of the roof, the building is now in good order, and as the "arrangements for including the field which separates parts of the property are "now completed, it is intended to lay out the grounds in a useful and ornamental "manner, and, if possible, to draw the attention of the pupils to Horticultural "employments."

3rd Circle, Benares Normal School.—The number of Pupil-teachers under instruction during the past year has been 113, and there have been 52 boys in the Model School. The number of teachers passed for employment was:—

24 of the 1st Grade or Tahsili.
28 of the 2nd ditto, Halqabandi.
59 of the 3rd ditto ditto.

Great inconvenience is still felt from the want of suitable School-rooms and Barracks.

The Inspector of the Kumaon Circle writes:—"The Almorah Normal School "is still working well. Without it I do not know where I could look for School "Teachers. The School is very popular, and although the students only receive a "subsistence allowance of Rs. 3 a month, I should have no difficulty in sending "in 100 boys from the district to-morrow, if I wished to do so."

45. *Section V.—Private Institutions under Government inspection.*

Description of School.	No. of Schools.	Average No. on Rolls.	Average daily attendance.	Expenditure.	
				Imperial grants-in-aid.	Local.
COLLEGE.	3	1,175	877·5	13,800 0 0	29,578 14 9
Schools of the Higher Class, ...	4	1,039	796·	12,900 0 0	14,770 5 9
Schools of the Middle Class, ...	39	4,893	3,861·	46,486 0 0	46,528 0 6
Schools of the Lower Class, ...	5,367	57,390	52,689·4	4,756 7 11	2,52,906 15 9
Female Schools, ...	44	1,132	1,057·	8,352 0 0	13,130 14 3
Normal Schools, ...	1	36	20·	5,400 0 0	2,676 0 0
Total, ...	5,458	65,655	59,300·9	91,694 7 11	3,56,591 3 0

	Imperial. Rs. As. P.	Local. Rs. As. P.
In 1863-64, the expenditure on Schools under this Section was Rs., ...	36,383 4 9	3,49,245 9 5

The above Table takes into account all Non-government Schools in the North-Western Provinces, aided or not, which come under inspection by Officers of this Department.

The Schools of the "lower class" are the same as those which have received the appellation of "Indigenous." Contrasted with last year, their numbers are 419 Schools less, and 3,647 Scholars less.

46. The Inspector, 1st Circle, remarks on this lower class of School as follows:—

"The Indigenous Schools of this Circle will nearly all come under one of "these heads,—Qurani, Persian, Mahajani. The first is frequently in connection "with a Masjid, and is in most cases a preparatory School for Mahomedan boys, "who are taught to read, and sometimes have to commit to memory the text of the "Quran, before proceeding to learn Persian. The Persian School is generally in a "private house, the owner of which gives a Muallim a small monthly allowance, "with permission to admit other children than those of the house, in order to "increase his means. In Mahajani Schools, the Hindi system of keeping shop "accounts is taught. The boys become quick at multiplying, not only whole "numbers, but also certain fractional parts, and learn to write the 'Bald Hindi' "character. These Schools are often numerously attended.

"In many of the last two classes of Schools, Government School Books are "more or less read.

"The result of the exertions of the Deputy Inspectors in this direction may "be summed up as follows:—

"Nineteen Schools have been placed under the management of the Educational "Department.

"Three having adopted the Anglo-Vernacular scheme of studies.

"Nine that for Tahsili.

"Seven that for Halqabandi Schools; and that in 307 other Schools a few boys "of each, numbering altogether 1,950, are reading some Government School Book."

The Inspector of the 2nd Circle bears similar testimony to the progressive influence of advice and example. "I have selected several places for special "enquiry, (*viz.*, Agra, Muttra, Kunouj, Furruckabad, Bithoor and Cawnpore,) and have "myself visited a good many Indigenous Schools in various parts of the Circle. "I have also made enquiries at two of the Pandits formerly appointed by the "late Mr. Thomason to visit and report on their early condition; and from these "and other sources of information I am led to regard them as now divisible into "three classes; (1) those that obstinately adhere to former customs, and will not "admit any of our Government Class Books or methods of teaching; (2) those "that generally keep a Register, and use some of our books (Ukshardeepka, or "Insha Khirad Ufroz); and (3) those who nearly adopt the whole discipline and "instruction common to Government Schools, and in some cases introduce the teaching of English.

"Another class of a still better order is springing up, chiefly in connection "with the Committee of Victoria College, the "Sath Sabha Association," and also "by the exertion of individuals. These generally are claiming grants-in-aid. "They exist in Agra, Muttra and Furruckabad, and their example will, I believe, "be soon extensively followed."

47. Column 5 shows the amount spent by the Government in grants-in-aid. The Institutions which have received aid during the year under report are shown in the list below:—

Numbers.	INSTITUTIONS.	Place.	Annual Grant.
1	Saint John's College, (Church of England,)	Agra ...	4,800
2	St. Peter's College, (Roman Catholic,)	Do. ...	1,500
3	Victoria College, (Native,)	Do. ...	6,000
4	Mufid Amm School, (Native,)	Do. ...	1,680
5	Canning Protestant School, (*Girls'*)	Do. ...	3,000
6	Secundra Orphan School, (*mixed,*)	Do. ...	1,800
7	Jaynarain's College, (*Church of England,*)	Benares ...	3,000
8	Church of England Mission Orphan School, ...	Do. ...	960
9	Ditto „ Normal „	Do. ...	2,400
10	Ditto „ Female „	Do. ...	992
11	London Mission Misses Gabbeth's School, ...	Do. ...	600
12	Bengali Tola School, (Native,)	Do. ...	540
13	Church of England Mission School, ...	Muttra ...	1,200
14	Ditto ditto, ...	Azimgurh ...	2,400
15	Ditto ditto, ...	Bareilly ...	360
16	Ditto ditto, ...	Meerutt ...	1,500
17	Ditto ditto, ...	Chunar ...	720
18	Ditto ditto, ...	Futtehgurh ...	360
19	Ditto ditto, ...	Jounpore ...	1,500
20	Ditto ditto, ...	Allahabad ...	360
21	Ditto ditto, ...	Mirzapore ...	1,800
22	Ditto ditto, ...	Zufferabad ...	300
23	Ditto ditto, ...	Ikla ...	60
24	Ditto ditto, (Girls')	Kanker Khera ...	108
25	Ditto ditto, ...	Azimgurh ...	360
26	Ditto ditto, ...	Meerutt ...	300
27	S. P. G. Schools,...	Cawnpore ...	4,200
28	Do. ditto (Orphan,)	Do. ...	1,800
29	Do. ditto ditto, ...	Roorkee ...	800
30	Methodist American Mission School (Girls'),...	Bareilly ...	1,200
31	Baptist ditto ditto ditto, ...	Dehra Doon ...	360
32	Ditto ditto ditto ditto, ...	Etawah ...	1,200
33	Ditto ditto ditto ditto, ...	Mynpoori ...	540
34	Methodist ditto ditto (Boys'), ...	Shahjehanpore ...	600
35	Ditto ditto ditto ditto, ...	Moradabad ...	960
36	Ditto ditto ditto ditto, ...	Bijnour ...	480
37	Ditto ditto ditto ditto, ...	Bareilly ...	264
38	Ditto ditto ditto ditto, ...	Badaon ...	360
39	Ditto ditto ditto ditto, ...	Nynee Tal ...	600
40	Ditto ditto ditto ditto, ...	Najibabad ...	600
41	Baptist American Mission School, (Boys')	Mynpoori ...	1,200
42	Ditto ditto ditto ditto, ...	Furrukhabad ...	2,100
43	Ditto ditto ditto ditto, ...	Futtehgurh ...	1,000
44	Ditto ditto ditto ditto, ...	Rajpore ...	600
45	Ditto ditto ditto ditto, ...	Dehra Doon ...	1,200
46	Ditto ditto ditto ditto, ...	Saharunpore ...	1,800
47	German Mission School,...	Ghazipore ...	1,200
48	Ditto ditto, ...	Goruckpore ...	2,160
49	Parish Mission School (Boys' and Girls'), ...	Allahabad ...	600
50	High School ditto, ...	Do. ...	3,600
51	London Mission School, (Boys')	Almorah ...	1,800
52	Goorkha Regimental School, ...	Do. ...	600
53	Inglisgunje School, ...	Bareilly ...	900
54	Three Branch Schools by Municipal Committee, ...	Do. ...	1,932
55	Tahsili School, ...	Do. ...	300
56	Maharajah of Benares' School,...	Gyanpore ...	600
57	Ditto ditto ditto, ...	Bhadrowli ...	240
58	Subscription School,...	Moradabad ...	3,000
59	(3) Ditto Schools,...	Bulundshahr ...	1,680
60	(2) Ditto ditto, ...	Ajmere ...	288
61	Ditto School,...	Sherkot ...	240
62	Ditto ditto, ...	Rehar ...	120
63	Ditto ditto, ...	Gurhi ...	120
64	Ditto ditto, ...	Afzulgurh ...	120
65	Ditto ditto, ...	Sarjannuggar ...	120
66	Ditto ditto, ...	Hapur ...	240
67	Ditto ditto, ...	Tajpore ...	120
68	Ditto ditto, ...	Pooraini ...	60
69	Ditto ditto, ...	Shergurh ...	48
70	Ditto ditto, ...	Jatpoora ...	48
71	Ditto ditto, ...	Chandpore ...	48
72	Ditto ditto, ...	Tandah ...	48
		TOTAL, Rs. ...	80,936

N. B.—The Schools are 77 in all, as more than one School is entered Nos. 54, 59, 60.

48. The promise of paragraph 96 of my last Annual Report, *viz.*, that *the number of Aided Schools would be eight times what it was three years ago*, has been fulfilled, for in the year 1861-62 only nine Schools received aid. During 1865-66 more than 100 Schools will receive aid, which has been provided for in the estimates. A still further augment to the sum reckoned as outlay under this head will arise in the transfer of Rs. 20,000, at present expended on Anglo-Vernacular Subscription Schools, to the total of Aided Schools.

49. The state of the Aided Schools is generally highly satisfactory. Each has been separately reported on, and the general results have already been submitted for His Honor's consideration, with my recommendations for renewal of grants.* The Colleges of St. John's, Agra, Jaynarain's Benares, and Victoria, Agra, sent up 16 pupils to the Entrance Examination of the Calcutta University. Of these 9 were successful. Last year eight passed out of ten.

*No 1862, dated 18th April, 1865.

In Appendix D. to this Report, I have printed the Grant-in-aid Rules now in force in the North-Western Provinces.

SECTION VI.—SCHOLARSHIPS.

50. The sum of Rs. 15,156 was given during the year 1864 in Scholarships, according to the marginal Statement. The allotment for the year 1865 is based on the results of examinations, either of the Calcutta University or the Annual Departmental. The expenditure has been increased by the transfer of the maintenance allowances given to boys from the Tahsili Schools, who proceed to study at the Colleges, to the general fund for Scholarships from the estimates under the head "Inspector." The number of Tahsili scholars thus assisted is 108; and all reside at the College Boarding-houses. The stipends paid to the students of the Sanskrit College, Benares, have been reduced in number. Last year Rs. 136 monthly was disbursed; during the current calendar year Rs. 94 is the sum allotted in the following proportions;—*viz.*, four stipends at Rs. 6, ten at Rs. 4, ten at Rs. 3.

Scholarships to	1864.	1865.
Agra College, ...	2,532	2,928
Bareilly ditto, ...	3,108	1,860
Benares ditto, ...	6,468	5,616
Ajmere School, ...	1,128	1,404
Etawah ditto, ...	120	444
Aided Colleges, ...	1,020	1,476
Prizes, ...	780	376
Tahsili Scholarships,	...	3,888
TOTAL, Rs. ...	15,156	17,992

In the Anglo-Sanskrit Department, Rs. 100 was the monthly allowance for 1864. In 1865 Rs. 96 is given; *viz.*, four stipends at Rs. 10, four at Rs. 8, and four at Rs. 6.

SECTION VII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

51. The Resolution, No. 4238, dated 29th December, 1864, in the Financial Department, prescribes an Examination Test for candidates for the subordinate situations in the establishments of the Offices of Account and Audit. It further refers the conduct of the examination to the Department of Public Instruction. I believe this measure will be productive of good, in so far as it will, to some extent, prevent these establishments from being filled with men connected by caste or relationship. The Bengali element prevails to the exclusion of the Hindustani at Allahabad, probably because in former years it was impossible to find qualified Hindustanis, and the Bengalis have contrived to maintain the ground thus gained.*

52. I am not aware that any English Scholar from the Government Colleges, of the number of those students who may be considered as really educated men,

* The employment of Bengalis on the Railway is a similar case. Throughout the length of line from Mirzapore to Dehli it is rare to find a Hindustani Station Master. These Bengalis have a smattering of English, but know little of the Vernacular of the North-Western Provinces.

has received an appointment in the Revenue or Judicial Departments since 1859, in which year the Calcutta University Examinations began to furnish an independent standard of proficiency. Since that time 104 students from the Government Colleges have become under-graduates of the Calcutta University, of whom three have since graduated in Arts. Up to date twenty-one have passed the 1st examination in Arts, and may claim rank as the best educated young men in the North-Western Provinces. Of these, some are continuing their studies for the B. A. degree, and I have given others employment in the many Anglo-Vernacular Schools rising in the country ; but I confess I should like to see some of the new blood diffused in other more immediately influential channels of employment.

53. I need add no more on the general question. All chance of statistical error regarding the employment of Government scholars will be removed by the working of Government Order, North-Western Provinces, No. 2398 A., dated 10th August, 1864, which requires the submission by all Heads of Offices of an Annual Statement, which, among other particulars, will show the *place of education* of all persons appointed to Government situations. The opposition of the *amlah*, in its present constitution, to the introduction of young men of education better than their own into the Offices, is a great obstacle to the many Controlling Officers, who know the need of reform, and who do their best to effect it. This is sometimes noticed by the Native Press, which is, as a rule, silent in matters which concern the conduct of Native Officials. For instance, I find in the *Akhbar Alam* newspaper of the 16th March, an allusion to the repulses a student in a Government School meets with, if he attempts to qualify himself for Government service in the Revenue Department. The substance of the article is thus condensed by the Government Translator :—

" The old complaint follows ; *viz.*, that the students at Government Schools, who go into Government Offices to learn the work, receive no encouragement from the servants in such Offices, who are only alive to the interest of their own relations and friends, and treat those who are considered interlopers so ill, that they very naturally get disgusted and go away."—*Pages* 168, 169.

SECTION VIII.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

54. The number of persons studying English during the year in Government Schools may be estimated at 4,592. In Aided and other Private Schools, at 6,674 ; making a total of 11,266. These figures do not include the number of children in families of the upper rank of Native Society, who learn English at home. In the course of my tour, I am continually receiving visits from gentlemen, who bring their sons with them, to show what progress they have made in English. I meet, too, not a few grown-up persons, who study English for their own edification, but do not attempt conversation.

55. I notice here that a premium has been set upon the knowledge of English in the case of Tahsildars, by para. 5 of the Draft of Revised Rules for the examination of Tahsildars, issued under His Honor's orders, No. 873 A., dated 30th July, 1864. As yet very few Tahsildars in the North-Western Provinces understand English.

SECTION IX.—BOOKS.

56. Dr. Cuningham, whose management of the Book Department at Allahabad was judicious and prosperous, has been relieved by Dr. W. Walker. Until the new Government Buildings are ready, it will be next to impossible to preserve the stock from injury, but every care has been taken.

The number and value of the books printed and purchased for the use of the Department of Public Instruction during the year are shown in the following table. I have also briefly noted the contents of each work, where it seemed necessary :—

No.	Title.	No. of Copies.	Value.				Remarks.
			Rs.	As.	P.		
1	Gyan Dìpikà, ...	500	28	14	0		Hindì lesson books for girls.
2	Nit Dìpikà, ...	500	43	0	0		
3	Strì Sikshà, ...	500	37	7	0		
4	Nit Pradìp, ...	500	77	0	0		
5	Qawàid-i-Urdù, Part I. ...	5,000	234	6	0		An Urdù Grammar.
6	Ratnàwali, ...	1,000	76	1	6		A Hindi prize book for Girls' School
7	English Reader, No. I. ...	2,000	218	12	0		
8	Risàlah-i-Urùz, ...	500	125	0	0		On Urdù Prosody.
9	Itihàs Timir Nàshakh, ...	10,000	2,187	8	5		History of India in Hindì by Babu Siva Prasad.
10	Bàlbodh, ...	30,000	956	9	0		Hindì Primer.
11	Patra Màlika, ...	20,000	833	5	4		Hindì lesson book.
12	Qawàid-i Urdù, Part II. ...	3,000	375	0	0		Continuation of No 5.
13	Grade Lessons, Part I-II. ...	6,000	2,020	13	4		
14	Mubàdi ul-Hisàb, Parts II. ...	10,000	1,266	2	3		Urdù Arithmetic.
15	English Reader, No. I. ...	2,000	219	4	11		
16	Ditto ditto, No. II. ...	3,000	253	13	8		
17	Ishwarta Nidarshan, ...	1,000	93	12	0		Hindì Reader.
18	Vidyànkur, ...	10,000	1,242	0	2		„ Class Book.
19	Readings in English Poetry, No. I.	1,000	64	13	0		
20	Ditto ditto, No. II. ...	1,000	117	0	0		
21	Ditto ditto, No. III. ...	1,000	126	6	0		
22	English Reader, No. III. ...	3,000	347	1	4		
23	Muntakhabàt-i-Farsì, ...	5,000	1,400	0	0		Persian Selections.
24	Itihàs Timir Nàshakh, Part II. ...	10,000	2,187	8	0		
25	Jugràfya-i-Alam, ...	960	282	8	6		Urdù Geography of the World.
26	Guldasta Akhlàq, ...	5,000	775	0	0		Urdù Reader.
27	Ratnàwali, ...	1,000	76	1	6		
28	Map of Hindustan, ...	2,000	343	12	0		
29	Bhàsha Chandrodaya, ...	5,000	833	5	4		Hindì Grammar.
30	Dharm Singh, ...	20,000	625	0	0		Hindì Class Book.
31	Bachon kà Inaàm, ...	1,000	78	2	0		Small prize sheets.
32	English Hind. Dictionary, ...	30	269	7	0		
33	Jowàhir-i-Manzùm, ...	500	78	0	3		An Urdù Poetical version of the Book No. 19.
34	Manava Dharmsàr, ...	2,000	255	15	6		The Code of Manù.
35	Kisàn Updesh, ...	5,000	312	8	0		Hints to cultivators.
36	Jugràfya i-Alam, Part I. ...	2,000	193	1	8		Urdù Geography.
37	Ditto ditto, Part II. ...	2,000	202	5	11		Ditto ditto.
38	Manbahiào, ...	3,000	359	11	0		Hindì Prize book.
39	Gunit Prakàsh, Part I. ...	10,000	1,284	15	0		Hindì Arithmetic.
40	Ditto ditto, Part II. ...	20,000	2 045	15	0		Ditto ditto.
41	Ditto ditto, Part III. ...	10,000	1,308	6	6		Ditto ditto.
42	Sets of Pictures of Animals, ...	500	291	10	8		Each set contains 28 pictures with letter-press.
43	Risàlah-i Jar-i-Saqìl, ...	300	28	2	0		On Mechanics.
44	Bhugol Chandrikà, ...	3,000	934	10	6		Hindì Geography.
45	Bhugol Bharatkand, ...	5,000	840	11	10		Ditto ditto.
46	Baran Màlà, ...	50,000	2,509	3	6		Hindì Primer.
47	Surajpore kì Kahànì, ...	20,000	721	2	3		Hindì Class Book.
48	Inglistàn kà Itihàs, ...	2,000	312	15	3		Short Hindì History of England.
49	Hindì Atlas, ...	2,000	800	0	0		
50	Gol Prakàsh, ...	700	207	13	0		Mensuration.
51	Qaidah Angrezì, ...	2,500	156	4	0		English Primer with explanation in the Vernacular.
52	Sanskrit Grammar, ...	200	100	0	0		A treatise in Hindì.
53	History of Egypt, ...	200	200	0	0		In Urdù, being the 1st publication of the Scientific Society.
54	English Words, ...	200	25	0	0		A Vocabulary with Vernacular renderings.
55	Map of Asia, ...	5,000	912	0	10		Hindì.
56	Dharm Singh, ...	10,000	412	2	8		Same as No. 30.
57	Tashrìkh-ul-Hurùf, ...	50,000	2,590	5	3		Urdù Primer.
58	Aínah Tarikh Numà, ...	2,000	642	7	6		Urdù version of No. 9.
59	History of Greece, ...	150	93	12	0		In Urdù, being the 2nd publication of the Scientific Society.
60	Qawàid-i-Farsì, ...	1,000	...				A Persian Grammar in Urdù.

This gives a total of three lakhs and seventy thousand odd volumes, chiefly in the Vernacular, which I have found it necessary to print or purchase during the year. The totals of columns 3 and 4 are *actually* 3,70,740 volumes, at Rs. 35,639-2-6, the cost of purchase and publication. This gives an average cost of 1½ annas per volume,—a remarkably low rate, if the various languages and range of subjects be considered. The selling prices are calculated at a slight increase, sufficient to cover the cost of publication and correction. In this matter a very great boon has been conferred upon the population, which I am glad to see

recognized by the Native Press as a matter of thankfulness and *wonder*. The *Najm-ul-Akhbar* of the 5th March, 1865, had an article on "*The cheapness of the Government Educational publications*," part of which is as follows :—

جناب صاحب بہادر ڈائرکٹر ممالک مغربي کے عہد میں بعض بعض کتب سرکاري ایسي
ارزان ہو گئي ہیں کہ اُنکي ارزاني سمجھہ میں نہیں آتي منتخبات اُردو حصہ سوم جسکے
چھہ جزو ہیں ڈیڑھہ آنہ کو فروخت ہوتي ہی اب ہم نام کتب جنکي قیمت کم ہوئي ہی
سابق سے مقابلہ کر کے لکھتے ہیں جس سے معلوم ہوگا کہ کن کن کتابوں کي قیمت کم ہوئي الخ *

57. The Book-sales for the year are given in the following Statement :—

Circles.	No. of Copies.	Value in		
		Rs.	As.	P.
1st or Meerutt Circle, ...	1,03,777	14,756	5	5
2nd or Agra Circle, ...	46,506	6,960	13	11
3rd or Benares Circle, ...	28,793	5,383	8	10
Kumaon and Gurhwal Circle, ...	4,534	817	6	0
Ajmere and Mairwara Circle, ...	1,860	263	13	3
Total, ...	1,85,470	28,181	15	5

Last year the number of copies sold was 1,48,422 and the value of them Rs. 24,723-15 6.

The above refers only to the transactions in the Country and District Schools. The Colleges and High Schools deal largely with the Curator, and the Educational Departments of Oudh, the Central Provinces and Behar, draw upon the North-Western Provinces Depôt for supplies.

CONCLUSION.

58. On the eve of taking a short leave to England, it is a pleasure to me to have been able, in the foregoing paragraphs, to record what I hope is satisfactory progress in more than one direction. The gradual growth of Female Education, the increasing demand for English instruction, the extension of School-accommodation, and the voluntary efforts in the cause of moral and intellectual improvement, which are now being made by natives themselves, are just grounds of encouragement.

59. I now ask permission to convey an expression of His Honor's approbation to the Inspectors, Messrs. Cann, 1st Circle, (who now takes charge of my duties) ; Anderson, 2nd Circle ; Griffith and Siva Prasad, 3rd Circle : to Major Smyth, (whose duties during a three months' leave were carried on by Lieutenant H. U. Smith,) Kumaon Circle, and Messrs. Goulding, (Ajmere Circle,) and Platts, (Assistant, 2nd Circle): to Principals Deighton, (Agra College,) Templeton, (Bareilly College,) and Griffith, (Benares College): to Professors Lloyd and Baron, (Agra College,) and Constable, (Bareilly College,) the last of whom acted during part of the year as Assistant Inspector in the 1st Circle. I have also to mention favorably the Superintendent of the Ajmere School, Mr. Goulding, and Head Masters Marston, (Agra College,) Graves, (Bareilly College,) E. Goulding, (Benares College,) and D'Mello (Etawah School).

I have, &c.,

M. KEMPSON, M. A.,

Director Public Instruction, N. W. P.

Bareilly :
The May, 1865.

APPENDIX A.

CIRCULAR No. 62 OF 1864-65.

Addressed by the Director of Public Instruction to the Heads of the Colleges, on the subject of the Departmental Examination of 1864.—Dated Bareilly, the 10th March, 1865.

SIRS,

I HAVE the honor of drawing your attention to the remarks and suggestions of the Board* of Examiners for 1864, as hereinafter quoted and commented upon. General results are much to the credit of the Department. The teaching of the classes examined has been carefully and diligently conducted; and where failures have occurred, they are generally, in the Board's opinion, attributable to idleness or carelessness on the part of the students. It is however necessary to observe that the untidy method of writing out their papers, which has characterized the work of the Bareilly College students in this examination, reflects to some extent on the teachers of the respective classes, as not having sufficiently attended to neatness in this respect in the local examinations. I have now decided on awarding the quarterly writing prizes, in the case of the first three School classes for the future to the boys who send up the neatest and best written papers (not less than four pages) in any examination held during the quarter.

The results of the examination will be given in detail below.

English Literature.—Mr. Lloyd accords high praise to T. Harris, the Agra student. His papers are, in the Examiner's opinion, almost without fault. He answers to the point, and avoids verbiage. His Essay is good. Mr. Lloyd further writes:—

Senior College Class 2nd Division.

Benares College,	...	8	Students.
Agra "	...	1	Do.

"*Para. 4.*—Of the three Benares students, Umesh Chundra stands first. He "passed a good examination, particularly in 'Othello,' which he has evidently "studied closely. His Essay, too, was more than respectable, being written in good "idiomatic English, and showing more thought than such compositions usually do."

"*Para. 5.*—Chandra Shekher and Jwala Parsad, though inferior to the two "students already mentioned, quite satisfied me. Their merits were about on an "equality. Both exhibited but a scanty knowledge of Campbell's Rhetoric,—a prose "subject, in which T. Harris and Umesh Chandra were particularly well grounded. "To the questions on the life and writings of Madam D'Arblay, on the contrary, all "four students gave very complete answers. Such differences always come out "in examinations, and they serve to prove that all the subjects have been equally "well taught by the teacher, but that all have not received equal attention from "the students."

The average per-centage gained by Harris is 75·6, and by the three Benares students 45·6.

History and Philosophy.—The Examiner, after noticing that the per-centage gained by the Agra student is 74, and by the Benares Class 44·3, proceeds to remark. *History.*—"The paper sent in by T. Harris is an excellent one, and the "writer is evidently well acquainted with the subject. Umesh Chandra Sanyal of

* R. A. LLOYD, Esqr., B. A., Examiner in Literature.
F. J. BENNETT, Esqr., Examiner in History, Geography, and Moral Philosophy.
E. BARON, Esqr., B. A., Examiner in Mathematics.
Pundit RAMA JASON, Examiner in Oriental Literature.

" the Benares College also passed his examination in this subject very creditably. " Neither of the other two exhibits any degree of excellence worthy of remark.

" *Philosophy.*—The paper sent in by T. Harris, Chandra Shekher and by Umesh "Chandra Sanyal, were very creditable. Jwala Parsad seems to know little or no- " thing of the subject."

Mathematics.—The Examiner remarks :—" In the Senior College Class T. Harris, " of Agra College, stands well first. His papers show that he has read carefully; " and that though deficient in originality, he understands reasoning, and can ap- " ply principles better than most of thestudents."

Oriental Literature.—The Pandit to whom this part of the examination was entrusted, reports that all four students " passed very fairly." Harris sent in a good translation of a passage of Urdu, and " answered his questions neatly and correctly." A deficiency is observed in Prosody,—a subject which the Examiner remarks seems not sufficiently attended to.

English Literature.—I quote the Examiner's remarks in full. He is justly severe on the careless writing and method of the three Bareilly students. The silly exhibition made by Siddeshwar, of the Benares College, in this examination, prepared me for his failure in that of the Calcutta University, and his name has been struck off the list of Scholars. Mr. Lloyd says :—

Middle College Class, 1st Division.

Benares College, ...	4	Students.
Bareilly " ...	3	"
Agra " ...	1	"

" *Para.* 7.—In this Class there were eight students examined. The single " student from the Agra College was the only one who can be said to have done " respectably. The subjects set seemed to me, in the first place, to be above the " comprehension of the Class, and in the second place to be too long. The Agra " student, Gokul Dass, has this merit above the rest, that his answers could always " be understood. Without showing much originality, he expressed what he had to " say in fair English, with very few mistakes either in Grammar or in spelling. " He had no acquaintance, or at any rate he gave me no opportunity of testing its " extent with one out of his two Prose subjects,—*Robertson's Progress of Civili-* " *zation.* Some of the other students did furnish attempts at answers on this " subject, but their knowledge was not sound, and their answers in consequence were " meagre in the extreme."

" 8. The three students from Bareilly, almost purposely it seemed to me, mis- " understood the scope of the questions asked. This was especially the case in " the Poetry. Where some nice point of idiom or Grammar was to be explained, " they usually took refuge in explaining rather where the sentence came from, by " whom it was spoken, and on what occasion. Such attempts to conceal ignorance, " besides not being quite honest, are worse than futile; for they gain no marks, to " say nothing of loss of time.

" 9. There were no very gross errors in Grammar or spelling; but the an- " swers were generally bald, and, in one or two instances, quite nonsensical. I was " particularly dissatisfied with the appearance the papers from Bareilly presented. " They were all more or less slovenly, and full of blots and scratches. But those " of Kally Churn were disgraceful, and I think he should be cautioned to take " more pains in future. Those students make a mistake who suppose good writing " has no influence upon the marks. Well written and neat papers, as soon as open- " ed, predispose the Examiner in favor of the student who has furnished them. Indif- " ferent answers, neatly written, will often carry as high marks as better answers " which the Examiner has to waste his time, and perhaps his temper, in deciphering."

10. "The Benares students were better than those from Bareilly; but still "they were far from well acquainted with either the Poetry or the Prose. Bhola "Nath Roy wasted time in attempts at fine writing, and that, too, where he was "clearly uncertain of the information asked for. This is a sure way to lose marks, "because the longer the student writes, the more blunders he makes. It would be "wise to leave such dangerous questions alone.

11. "Against the name of Ram Mohun, Benares, I find in my notes the words "'Spelling and Grammar poor.' The other three students from that College ex-"pressed themselves grammatically; nor did they commit many faults in spelling. "Poornoo Chunder Banerjee and Bhola Nath Roy were good in these respects. Sid-"dishwar Chatterjee stands last of his class, simply on account of his furnishing a "most nonsensical Essay, for which I could not give him even a mark. Until the "Essay was added to his Prose and Poetry he stood equal with Dal Chund, the first "on the list of the Bareilly students. This does not speak well for Bareilly.

12. "As regards the Essays furnished by this Class, there was not one which "evinced any ability; and that of Siddeshwar Chatterjee, as already explained, was "utterly worthless. He began by mistaking games for gambling, or, as he ex-"pressed it, 'gaiming.' After several pages of rubbish, he concludes his argument "by saying that such a vice, whether practised out-of-doors, or in-doors, ought to be "introduced into the education of youth with great caution; and if introduced at "all, introduced only sparingly,—an opinion which I venture to say nobody will "dispute.

13. "Besides the confusion of the definite and indefinite articles, before "noticed as pervading all Native English,—English that is composed by Natives, "and not 'the well of English undefiled,'—there is another error equally common, "and which I first observed in the papers of this class. The verb 'allude' suffers "all sorts of contortions at their hands. A Poet seldom 'alludes to' an event. An "event 'is alluded by' a Poet; or still more frequently, the Poet 'is alluded to' the "event. This mistake grows more and more common in the lower classes, and is "not confined to the verb abovementioned. All propositional verbs (as I believe "they are called in some Grammars) are treated, lower down in the Department, "on exactly the same harsh principle. By the time the students are candidates "for the first examination in Arts, there should be no difficulty in the use of such "verbs; and the particular verb 'allude,' occurring as it does several times in "every Examination paper, is more than all others entitled to better treatment.

14. "Errors in idiom and grammar are of course to be expected of students "expressing themselves in a foreign language; nor was I astonished at the mistakes "committed by two Bareilly students, such as 'messenger' for 'errand,' 'expostu-"late' for 'capitulate,' 'ambitiously sententious' explained as meaning 'entirely "given to any pursuit.' But these are quite eclipsed by Siddeshwer Chundra of "Benares, who, in classifying animals, includes 'the goat' and 'the ass' under "the heading 'dog kind.' Such gross ignorance as this is scarcely conceivable, "and whether to be conceived or not, is certainly inexcusable.

15. "As I have before said, the length of the subjects set for this Class was "most disheartening. To this cause I attribute many of the faults noticed in their "papers. Having to get through so much, they could get up nothing well.

"The average per-centages are:—Agra, 39·3; Benares, 27·6; Bareilly, 25."

History, Geography and Philosophy.—The Examiner rates the per-centages gained at 53·5 for Benares, 50· for Agra, and 49·3 for Bareilly. The first student in the class is Dalchund, of Bareilly, who gains the excellent average of 66 per cent. The Report says:—

"*History and Geography of England.*—The historical questions were all an-"swered in a very satisfactory manner. The papers sent in were characterised by

" much accuracy and thoughtfulness. In Geography the students were however " *very deficient.* No one obtained more than one-third of the full marks in this " subject.

" *Philosophy.*—The answers sent in were evidently the results of the memory " more than of the understanding. The one and only test of proficiency in this " study is one which can ascertain how far the student's own understanding has " operated on, and has assimilated, the materials furnished him."

Mathematics.—The Examiner has little to say on the merits or demerits of the Class. He remarks that " Dal Chund and Kalichurn of Bareilly, and Bhola " Nath Roy of Benares, have given proof of considerable reading and talent."

Oriental Literature.—The Examiner reports that three of the Benares students passed in Bengali, and the rest of the Class in Urdu. Gokal Dass, of Agra, answered his Urdu paper without a single mistake, but fell short of perfection in his translations. The Bareilly students are not entitled to commendation.

4. *English Literature.*—Mr. Lloyd's encomium on the excellence displayed by the Ajmere scholars in this Class bears out the testimony to their merits made by last year's Board. The ease with which Kalikumar maintains his position as the best of his year, though it may be accounted for by his superior ability, is very creditable to his teaching and steadiness.

Middle College Class, 2nd Division.

Agra	College,	... 2	Students.
Bareilly	Do.,	... 4	Do.
Benares	Do.,	... 5	Do.
Ajmere	Do.,	... 4	Do.

The Examiner says :—

" 16. In this Class I first became acquainted with students from Ajmere " High School; and I take this early opportunity of recording my unqualified " satisfaction with the way in which my questions were answered by them. " Perhaps the only fault to be found with their papers is a want of punctuation. " Of Kalikumar, who stands deservedly first in the class, I must speak most " highly. His papers I take as the best testimony not only of his own industry, " but of the excellent teaching he and his fellow-students have enjoyed in their " College.

" 17. In preparing papers for this lass, I had to keep in mind that I had " myself been teaching the subjects. I purposely therefore left the students very " much to their own judgment, in order to avoid giving my own pupils an unfair " advantage over those from other Colleges. I am bound to say that the answers " given by the Ajmere students were on the whole as good as those of the two " from Agra,—students who themselves are of no mean ability, and who may be " supposed to have known the style of answer expected. The Ajmere average, it " is true, is below that of Agra, but taking into consideration that there were " only two students from the latter College, while there were four from the former, " the difference in merit is very small. When we come to consider the Essay, the " advantage is slightly on the Ajmere side.

" 18. Bareilly and Benares stand about equal in this Class. Neither of them " had studied their subjects so closely as the two Colleges reviewed above. The " knowledge shown by them was however fair ; and this, coupled with some ease " in the use of idiomatic English, has made the average of both very respectable.

" 19. The Essays of this Class were equal, if not superior to those of the " Class above them. The subject was a difficult one for a Native to handle. I " regarded the exercise, especially in this class, as a test rather of Grammar and " idiom than of style. In these respects the two Agra students were perhaps " slightly behind the others. Kalikumar's Essay was by far the best in the class. " It was written in good English, and did not contain, I believe, a single false " expression, nor a single error in spelling.

"20. There were no particular mistakes to noticé in the Middle College "Class II. Papers. A fondness for "*sesquipedalia verba*" was perhaps observable "in the English of the Benares scholars; and none of the class are quite free from "what I shall call 'the Hindustanee sequence of tenses in oblique narration'— "that is, 'he said that I am,' 'may' for 'might,' 'will' for 'would,' 'shall' for "'should,' et cetera.

"21. I consider this Class, as a whole, most promising. If, after another "year's study of their subjects, they fail to pass the first examination in Arts, the "fault will certainly be all their own."

The averages of the Colleges for this Class are:—Agra, 42·6; Ajmere, 38·3; Benares, 29·6; Bareilly, 29·3.

History, Geography and Philosophy.—In this, as in the Class above, the Examiner complains of want of accuracy in Geographical knowledge. The per-centages are however high; *viz.*, Benares, 58; Ajmere, 53; Bareilly, 46; Agra, 44·5. The best papers were those of Ram Roop, of Benares, whose average ran as high as 71 per cent. The Examiner says:—'Much pains have evidently been taken to acquire a "sound acquintance with the text of Hume's History; and in consequence the "answers were accurately and satisfactorily given. Students were very deficient "in the knowledge of the Geography, with the exception of Upendro Nath Ghose "and of Ram Roop Ghose, both of Benares College. In one paper Wilts was given "as the chief town of Wiltshire; Exeter of Essex, Ramsgate of the Isle of Man. In "another, Scotland was represented as an Island.

"*Philosophy.*—Four papers sent in from Benares, and three from Ajmere were "satisfactory; the rest, however, did not display much evidence of understanding "the subject."

Mathematics.—Mr. Baron is dissatisfied with this Class as a whole. Though there may have been some little cause of uneasiness to students, who found the papers not quite what they expected, yet allowances were made by the Examiner, and he was able to form a fair estimate of the relative powers of the students. Next year care must be taken that the list of subjects laid down be adhered to. If the students are unequal to the work required of them, they will suffer in the Examination of necessity; for though the science is one which is distasteful to some minds, whereas others take to it intuitively, yet the subjects, as read in the Calcutta University, are of an elementary character, and a knowledge of the book-work is at least possible to ordinary diligence. The Examiner says:—"Madan "Mohan, of Bareilly, pleased me much. He stands second on the list, being "beaten by a few marks by his Agra competitor, Rattan Chund. Both these stu- "dents showed no slight analytical power. I am dissatisfied with the performance "of the rest of the class, especially with that of the quota from Benares."

Oriental Literature.—The Pandit reports:—"With the exception of 5 from "Benares, who passed in Bengali, and one from Agra and one from Ajmere, who "passed in Hindi, all passed in Urdu. I am happy to say that all the students of "this Class have done fairly and creditably; and this is evident from their marks. "Ramjewan and Kalikumar of Ajmere are to be highly commended for display- "ing a large amount of knowledge in answering the Persian questions; Harnarayan, "of the same School, who passed in Sanskrit, is also praiseworthy."

5. Before entering upon the Board's remarks, I desire to congratulate you on the fact that all the students of this Class passed the Entrance Examination of the Calcutta University. This has never before happened; and I regard it as evidence that the teaching of the School Department has been considerably improved during the last few years.

Junior College Class.

Agra College, ...	9	Students.
Bareilly do., ...	8	Do.
Benares do., ...	6	Do.

One proof of good class-teaching (I need hardly say) is equality in the proficiency displayed by the scholars of a Class. Here we have 23 boys—all successfully taught up to the required standard, and all found capable of passing a general examination by strangers to the mode of instruction and to the peculiarities of those instructed. No students have been neglected on account of their inferior abilities; and it is evident that all alike have been kept closely to their work during the year. I now quote Mr. Lloyd's report.

"22. The papers sent up by this Class, if considered as specimens of "English Grammar, idiom and spelling only, are much in favor of the Benares "and Bareilly students. Agra however showed a more intimate acquaintance with "the subject-matter itself. In short the answers of this last College displayed more "industry than ability, while with those of the two former the reverse was the case. "The explanations of the Benares and Bareilly students were written off from a "general understanding of the language itself. Agra scholars depended more on "their memories. In several cases the whole nine Agra students would give exactly "the same answer word for word. Such answers I considered as mere re-productions "of the teacher's notes, and marked of course much lower than those where some "originality was shown.

"23. The Table of averages assigns to this Class a higher per-centage of "marks than to the Middle College Class, 2nd Division. This may be explained "partly by the Junior College Class having had two years' preparation of their "subjects, and the Middle College Class, 2nd Division, having had only one, and "partly by the Essay not being required of the Entrance Class. This English "exercise has, I find, a tendency to lower averages, especially where the number "of students in a Class is large. 'Reducing' therefore the marks of the Junior "College Class to the same 'denomination' as those assigned to the Middle College "Class II., I do not consider the former in any way the better Class of the two."

"24. Among the Benares and Bareilly students, the bad practice prevails of "personally addressing the Examiner, such small notes as the following, being of "common occurrence:—'Respected Sir,—I do not know the story referred to, but I "can give you another which I heard some years ago.' Then comes the story, which, "as a rule, has no relation to the question which it is meant to illustrate. From "this fault the Agra student,—perhaps from his better training in passing Examina-"tions, of which I may observe in passing that I saw many unmistakeable proofs,—"is entirely free.

"25. To each set of Agra papers, and to many of the Benares papers too, "I find I have appended the remark 'neatly arranged and well written.' Some of "the Bareilly papers, on the contrary, still have the old word 'slovenly' upon them. "I feel bound to mention, however, that the Bareilly writing begins to improve in "this Class. Madho Rao Venaick's papers are the worst written; blots and erasures "are still too common in all.

"26. In all the Colleges, much time and care had evidently been devoted to "the preparation of the Class for the Calcutta Entrance Examination. I thought "the Departmental Examination, especially towards the end of the afternoon paper, "became rather wearisome to this Class. It is true there were very few questions "which did not produce from some student or other satisfactory answers. This "shows careful study and good teaching. A few students however seemed hardly "to do themselves justice. This was particularly the case with some of the Bareilly "students. Dilaram for example, by attempting more, and giving a little fuller "answers, would have stood much higher. Lukshmi Shunkara of Benares, and "Jwala Parsad of Agra, instead of standing fourth and sixth, might, with a little "more pains, I think, have secured for themselves the first and second places in "the Class.

"27. As a whole the Class promises fairly. The ground-work in English "is already good ; and after a year or two more of study, each student ought to "have acquired a sound knowledge of the language."

The practice of addressing the Examiner, above noticed, as indulged in by some few students, is most reprehensible. The Examiner has not mentioned names, or punishment would have followed. In future the Board will be instructed to report the names of all who attempt thus to secure an Examiner's indulgence. The averages are :—Agra, 43·9 ; Benares, 49 ; Bareilly, 40.

History and Geography.—The highest place is gained by Kafoor Singh, of the Agra College, whose per-centage is 72. The general average per-centages are for Agra, 58·5 ; for Benares, 54 ; for Bareilly, 51·3. This result is so great an improvement on the proficiency in these subjects displayed in former years, as to call for prominent remark as a proof that attention has been properly directed to weak points. The Examiner says :—"In the better papers of this Class the only defect "is incompleteness of exposition, and not positive or serious inaccuracy. In the "medium papers both these defects prevail. In the lowest papers there is a serious "loseness of statement, and often a want of aim in the replies."

Mathematics.—The judgment passed by the Examiner is severe. "The En-"trance Class has an accurate knowledge of the text of Euclid, but has failed in ap-"plying the principles to deductions, and appears to be but slightly acquainted with "Arithmetic and Algebra." I hope that the efforts made during the current year "may redeem the class from the reproach of stupidity thus attached to it.

Oriental Literature.—The Examiner has:—"I have much pleasure in report-"ing that Pyarey Lall of Bareilly, Ramji Mull of Bareilly, and Amba Parsad of "Agra, deserve praise for their nice translations. Lachmi Narayun of Agra, and "Lakshmi Shunkur of Benares, deserve great credit for answering their Vernacular "papers, which consisted of questions on Grammar and Literature, with great "clearness."

6. *English.*—It is not a little creditable to so young a School as that of Etawah, that one of its students, at the first competitive examination with the senior Institutions, has done so well as to gain most marks in English, more particularly as the Class is on the whole above the average. Mr. Lloyd's report is as follows :—

1st School Class.

Agra College,	... 8 boys.
Bareilly "	... 17 boys.
Benares "	... 6 boys.
Ajmere School,	... 5 boys.
Etawah "	... 5 boys.

"*Para.* 28.—"Of the 41 students examined in this Class, Gokul Chund, of the "Etawah High School, obtained the highest marks. His papers showed a good "acquaintance with both prose and poetry ; they were disfigured however by very "bad writing ; but for this fault, he would have been more decidedly first than he "is. The other four students from Etawah are much inferior (so at least their "work indicated) to Gokul Chund. All show however the effects of good teach-"ing in a fair knowledge of the books read. They fail chiefly in expression, "Grammar and Spelling. Defect in these three things begins in the last two "classes to grow very general. Benares, in these respects, is much above the "other Colleges. Shiva Nath and Bal Krishna, for instance, both of Benares, "gained the 2nd and 4th places in the Class, solely on account of the ease "with which they expressed themselves in English. Their spelling also was "good ; in mere comprehension of the author's meaning, others in the Class were "quite their equals.

"29. The Ajmere student, Goverdhun, who stands third, has a sound know-"ledge of English. His work was remarkably free from mistakes, and his answers

" were full and intelligent. Taij Paul and Sham Lall, from Agra, who stand " 5th and 6th, both lost marks from faulty Grammar. All the Agra boys had " thoroughly studied their subjects, and, as a rule, gave all the information asked " for. But their sentences are ungrammatical; their spelling inaccurate; and " their method of expressing themselves very feeble. Against the name of Bhug- " watti Parsad, Agra, I have the words,—" Subjects evidently well-known, but " English execrable.

" 30. There was little originality shown by the Ajmere scholars, except by " Goverdhun mentioned above. Their answers were all alike, being the teacher's " oral instructions copied, learnt by heart, and reproduced. Boys without ability " of course are almost driven to this; but it is a slavish process, quite unworthy " of a boy of intelligence. I am loth to say anything so seemingly discouraging; " for the Ajmere boys I consider to have done very creditably in all Classes where " I have met them; but a little more independent thought would make their papers " more valuable still.

" 31. The very large number of students from Bareilly (17) has of course " had the effect of giving their College the lowest average; but the lowness of their " figures may in some measure be attributed to another cause, which I am sorry " to have to mention. In most cases throughout the Examination I have been able " to say that even where ability was wanting, industry at least has been shown. " In this Class I have to complain of Bareilly students as having been idle. Many " boys might have done much better than they did; and they are not the boys who " happen to have got the fewest marks. There was no lack of power, for they " could express themselves well enough, and spelt no worse than students from " other Colleges. They had simply left the subjects to take care of themselves. " I hope, during the present year, they will put forth more energy.

" 32. Throughout the Class, it will be seen, the marks are considerably " higher for the Prose than for the Poetry. The latter subject however was the " better known. To explain this discrepancy, the questions in Goldsmith's 'Traveller' " happened to require more writing than those in the Prose subjects. This of " course introduced into the morning papers many more mistakes in Grammar " and spelling than I found in the afternoon papers. The number of these mis- " takes I was obliged to take into account in assigning my marks. The general " numbers for Poetry were thus reduced, leaving the figures for Prose the higher " column of the two.

" 33. The hand-writing of the Class was generally clear and legible. Bareilly " students, with two exceptions, continuing to improve in this respect. The excep- " tions are Gunesh Parsad and Gokul Parsad, whose writing was very bad indeed. " The papers sent in by Balkrishna of Benares, those by Luchmee Narain of Etawah, " and the Agra papers generally, were particularly neat and clean.

" 34. The abuse of the 'article' gets worse and worse in this Class. Ano- " ther mistake almost universal is in such expressions as 'both the boys,' to make " the definite article and the adjective change places. 'Twice the influence' " becomes the 'twice influence;' 'all the work,' is written 'the all work;' and 'all " his children' is transferred into 'his all children' 'From' for 'than' after com- " paratives is also very common. The difference of usage between the Hindustani " and English languages may perhaps account for such inaccuracies as these. But " there are errors of another sort, which must be set down to confusion of thought " or reckless guessing. 'He terminated life on the scaffold' is explained by a " Benares student, whose papers generally showed a good knowledge and a free " use of English, as meaning 'he died in childhood.' By another from Etawah, " also a fair scholar, it is set down to mean 'he died in poverty.' An Agra stu- " dent, whose diction, I may add, is poor throughout instead of 'such

" actions as honest men despise,' writes 'such actions by which he might " be contempted by honest men.' 'Such which' for 'such as' is a sequence " frequently found in the lower papers. The same student speaks of a " figure called '*Metonymi*,' while another spells the word 'Mytonomy'. 'Loathe' " and 'loth' are thus distinguished by nearly every boy in the Class. "'Loathe' " is a verb, and 'loth' a noun—so spelt in many cases." The question of meaning " is always avoided. 'Not a long time passed that Italy was flourished' fre- " quently occurs; and 'some good voice, as of a musical instrument, come out of " the branches of trees,' is by no means the worst interpretation given of the " phrase 'music melts on every spray.'

" 35. In addition to very retentive memories, the boys of this Class have a " fair amount of ability; and with the increased facility which the next year's " study should give them in English composition, they ought to reach the Calcutta " Entrance Standard without much difficulty."

The faults of idiom, noticed by the Examiner, will be easily recognized as the teacher's every-day annoyance. The careful correction of Translation exercises seems to be best method of eradicating these defects at as early a stage as possible in the course of instruction. That the boys of this Class at Bareilly have not been as diligent as they should be, will perhaps be as well known to the teachers as to the Examiner. I should have preferred to hear that their shortcomings might be accounted for by the change of instructors;—always more or less a hindrance to progress, which they experienced during the year.

The percentages gained are Benares College, 43·3; Agra, 37·; Ajmere, 35·4; Etawah, 33·8; Bareilly, 30·5.

History and Geography.—The averages just recorded are low in comparison with those gained in History and Geography,—subjects in which the Class has been singularly successful. The Examiner indeed says:—" The large proportion of " marks awarded is an evidence of the generally creditable character of the " answers. The English writing and spelling were also generally good. In the " latter, however, more care ought to be taken with the proper names, few of which, " I observe, were correctly spelt." The carelessness thus noticed by the Examiner in this particular deprives the Class of much of the credit to which it would be otherwise entitled. It is the duty of the Teacher to see that the proper names are correctly learned at first, so as to save future trouble.

The Examiner was mistaken in not deducting marks for the carelessness he has noticed. The per-centages are as follow:—Benares, 73; Agra, 65; Bareilly, 60; Etawah, 57; Ajmere, 56. The highest per-centage attained by any one student was 84 (Shiu Nath, Benares).

Oriental Literature.—The Report of the Examiner with respect to this Class runs as follows:—" With the exception of 3 from Benares who read Bengali, and " one from Benares, and one from Ajmere who read Hindi, all the rest took Urdu " for their examination. Hazari Lall of Ajmere has produced a fair translation of " the English piece which was given for translation. Shiu Nath of Benares is to be " highly commended for answering his Bengali questions well, and for his trans- " lations. Ambica Parsad of Benares, and Gunga Parsad of Ajmere, have passed " their examinations very creditably. I regret to report that the Etawah boys " have displayed a very low standard in Urdu, and write very carelessly, which " seems to be peculiar to the students of that School. I know not what the reason " is that some of the students of this School are deficient in Urdu and well up in " Persian. For instance Shadi Lall obtains 12 marks in Urdu, and three times

" that number in Persian. Goondi Lall gets five in Urdu, and more than twice " that number in Persian. Such is the case not with these students only, but " with nearly two-thirds of all the students. The reason I believe is that they think " themselves adepts in the Persian language, and do not think it worth their while " to pay attention to Urdu, which they possibly consider insignificant in compari- " son with Persian. The students of Ajmere display their ignorance of orthogra- " phy, and write as it were by mere guess, as if they had not before met with the " word, or had not been taught. It will be of the highest importance if this defect " were to be remedied in future."

In so saying the Examiner has justly exposed an evil tendency to despise the grammatical study of the Vernacular. This mistaken notion is not confined to the scholars, and it is a matter of regret that the Moonshies employed in teaching this branch of study have so far forgotten their duty as to favor it. Their own repute, considered from a Native point of view, depends on *Farsiyat and Arabiyat*. They despise all else, and are apt to parade their acquirements under this definition, without benefitting their pupils. Satisfied with a bald, awkward, unidiomatic rendering of the Persian subject, for instance, into the Vernacular, they neglect strength and terseness of expression, and the scholar acquires the habit of regarding his ordinary speech as incapable of conveying, in an elegant form, the ideas of the author he is engaged in studying. So, when he comes to translation from English into the Vernacular, one of the most useful acquirements a native English scholar can possess, he despairs of labouring after excellence. On the other hand, if the Moonshies took pains to require a terse idiomatic rendering of the Persian Authors, they would aid in no small degree in removing the difficulty now experienced by our best English scholars in translating English into Urdu. I wish my views on this head to be communicated to the Moonshies.

7. *English.*—The Examiner's remarks are as follow:—

"36. In this Class I found it extremely difficult to proportion the marks, "the differences of merit or demerit were so very "minute. Of the Bareilly boys some are in want "of more English instruction,—a remark which "applies with still more force to the three last "students from Etawah. Doorga Parsad of "Bareilly had evidently omitted to send in some of the papers he had written in "the morning; though judging from the answers I did get, his place is not much "affected by the omission.

2nd School Class.

Agra College,	...	15 boys.
Bareilly "	...	17 boys.
Benares "	...	17 boys.
Ajmere School,	...	10 boys.
Etawah "	...	30 boys.

"37. The first eight students, as their marks attest, did very creditably, "though none attempted 'the description of a shipwreck,' which I asked for in "the prose paper. Boys in this Class I suppose are unequal to composition in "English. The work of the abovenamed eight showed very few mistakes. Siva "Tahala Lall however ought to have done better in the Verse paper than he did. "His answers in Prose were fortunately much better, and gave him a good place "on the list.

"38. In this Class, again, the longer answers which the questions of the "morning required have made the Prose the better understood subject of the "two. The difference however is only apparent; for the Poetry had certainly "received the greater share of attention from the Class as a whole. In both sub- "jects, so far as a comprehension of the text went, I could trace that all the Colleges "had been well instructed. I was highly pleased with the general excellence which "marked the notes received in explanation of some passages from 'Hohenlinden;' "for though the notes of the Text Book had been well consulted, some, specially the

" first three students, were independent enough to give them in substance and sense " only, and not in word.

39. I did not expect to find much power in the niceties of grammar and in the use of idioms; but in many of the Benares boys I was agreeably disappointed in this respect. Gunga Saran, of Agra, evidently a very industrious and intelligent student, together with Narain Sahai of Ajmere, and Runjeet Singh of Bareilly, are quite up to the Benares standard however. The Agra boys are weak in Grammar and spelling. Deficiencies in these two very important elements of the language have told upon their marks.

40. The average of Ajmere is the highest, and their papers were perhaps on the whole as good as any. They adopted the "paraphrase" style of explanation, which I had especially asked them to avoid.

" 41. While on the subject of ' paraphrase,' I may as well express my " conviction that no Native student,—or none that I have met with,—fully under- " stands the meaning of the term. The bald conversion of good Verse into " wretched Prose, which a native paraphrase of Poetry mostly results in, cannot be " a useful exercise. To paraphrase good Prose is scarcely possible. I usually " content myself therefore with asking for the sense of a passage. But many stu- " dents still prefer the old style of taking each word, and substituting for it the " longest dictionary synonym they can think of. Of course such a torturing " process, instead of explaining a passage, leaves it without any sense at all.

" 42. Although the averages of Agra, Bareilly and Etawah, are considera- " bly lower than those of Ajmere and Benares, I do not regard their figures as " discreditable. I discovered no symptoms of idleness. They had all taken " advantage of their College teaching. They fell short of the other Colleges " only in command of English. Their spelling perhaps might have been better. " This I hope will improve as they read more.

" 43. The only inaccuracies which I shall notice in connection with this " class, are those which belong to it exclusively. Faults common in the English " of the upper classes will of course be still more so in the lowest. Defective " spelling of the common terms of Grammar appears almost universally in the " papers of the Class under review. The remedy for this is of course written exer- " cises in parsing, corrected by the teacher, and then re-copied with the corrections " by the pupil. I will specify a few mistakes of the sort mentioned, and which " were as often to be found in the papers of one College as of another. ' Partici- " ple' usually appears as ' participal '; ' agreeing with ' is not unfrequently " ' agreen with; ' ' singular and plural ' come out ' singlelal ' and ' plular; ' and " one student went so far as to speak of the " feminine gender " as the ' famnene " gender.' Geographical and proper names are rarely spelt quite right, either in " this Class, or in the Class above. ' Henry' is vulgarized into ' Henery ;' ' Venice' " becomes ' Vanice;' 'Dr. Johnson' is disguised into ' Jhonson,' and ' Australia ' " is just recognizable in ' Ostrellia.' The ear is at fault here, and wants the assis- " tance of the eye.

" 44. It gives me pleasure to remark that the hand-writing of the Class is " good in all the Colleges. Two boys from Bareilly, Chandun Lall and Chet Ram, " sent up the only ill-written papers. Gunga Saran and his class-fellows from " Agra, with whom I may couple Ajoodhiya Parsad of Benares, deserve especial " mention for their neatness.

" 45. The questions in parsing were tolerably correctly answered by all. In " the sentence—' the rain did the corn much damage,' it was a common mistake

" however to make 'did damage" the imperfect tense of the verb 'to damage' " governing the objective case 'corn.' "

The remarks made by the Examiner as to the failings of this Class lead to the conclusion that many of the boys were too rapidly promoted from the Class below; and point out the need of requiring a more accurate knowledge of Grammar and parsing from even the best boys of this latter Class, before they be allowed to enter a Class subjected for the first time to a strict paper examination. Undoubtedly the gap between the Classes is great, from the fact that a formal written examination takes the place of the local oral examination, which the boys have been accustomed to. A boy in the third or fourth Class can often show his teacher, by the aid of his Vernacular, that he understands fully what he is being taught, and the teacher is, to a certain extent, right in being satisfied. But when the explanation comes to be required in written English, his want of practice in explaining himself in that language places him at a disadvantage, and almost paralyses his efforts to do well. I see no remedy but that the Junior English Teachers be required to explain the English lesson in English as far as possible, and to require answers from their pupils in English, *properly expressed.* This is a point of greater importance, now that a re-arrangement of the studies of the School Department has raised the standard of knowledge. The average per-centages are nearly, Ajmere, 34·8; Benares, 33·5; Agra, 28·8; Bareilly, 25·6; Etawah, 23·5.

History and Geography.—The best boy in this subject is Ram Dial (Agra), who gains the very high average of 90 per cent. The Examiner says:—" The answers " are on the whole highly satisfactory. The students displayed much intelligence, " and a very fair acquaintance with the authors in which they were examined. The " papers from the Agra College are especially deserving of praise for their accuracy " and neatness of expression." The average per-centages are:—Agra, 74·6; Ajmere, 70·3; Benares, 66·7; Bareilly, 54·6; Etawah, 54·.

Mathematics.—Mr. Baron reports:—" In the second School Class Gunga Saran " from Agra deserves high praise for the accuracy and originality of his work. He " is far ahead, but the rest of the College boys are beaten but of the field by the " High Schools of Ajmere and Etawah. The Ajmere average is very good. Ten " boys are sent up, and eight of them are in the first fourteen." As no marked defects have been noticed by the Examiner, I am glad to assume that the teaching of the Class has been careful and methodical. So much depends on an accurate acquirement of the elements of Algebra,—a subject so generally failed in,—that the examination now passed by the second School Class affords fair promise for the future.

Oriental Literature.—The report of the Examiner is as follows:—" I am very " glad to state that all the students of Ajmere have done creditably, although the " boys of other Colleges, are also above them. The boys of this School are only " deficient in Orthography. Parmeswari Dial of Benares, and Ram Dyal of Agra, " deserve particular notice for having given creditable answers to the Urdu questions which were set for the students of that Class. Pran Kishun of Bareilly " did not send up his Urdu paper, but sent a Bengali Translation of the English " piece, which was given for that of Urdu. I have given him marks for Translation only. Narsing Doss of Etawah wrote on his paper that he was unable to " answer any question."

8. I conclude by quoting the Board's general remarks. The Examiner in English Literature has entered very thoroughly into the merits and demerits of each Class. The conclusions he has drawn in detail are just and clear. His concluding paragraph, apart from its merits as a terse and ingenious deduction, is therefore worthy of attention. He says:—" The opinion, which the examination " as a whole has left upon my mind, may be expressed in a few words as follows:

"The Benares College has the best scholars; the Agra and Ajmere Colleges the "most industrious workers; the Bareilly College the least careful students; and the "Etawah School the least informed. To say that absence of thought was more con-"spicuous than absence of information, is to point to a defect which is almost con-"sidered national." I would remark however here, that the Etawah School has, throughout the Examination, been brought more prominently forward than I had intended. It was never supposed capable of present successful competition with institutions so far above its means and status. This notwithstanding, it has done well, and is so far an example of what may be achieved in a short time by a painstaking staff.

The Examiner in History, &c., to his general praise of the students, adds a useful caution for their benefit. He says:—"The impression which I derive from "the inspection of the papers is generally favorable to the industry and intelligence "of the students;—in fact highly so, when I take into consideration the fewness of "the failures. The sound acquaintance which a larger proportion of the students "displayed with the text of the authors in which they were examined, supplies "sufficient evidence of the patient and thoughtful labor spent on the different "subjects during the year. Still I am desirous to impress upon the students the "necessity of seeking after greater perspicuity and method in the arrangement of "their replies, as such an acquirement not only counts for much in an examination, "but must be of great service in all their subsequent commercial and professional "pursuits. It must not however be forgotten that the examination was conducted "in a language not only foreign to the students, but one of the most difficult of "modern languages for foreigners to acquire." Mr. Bennett's testimony, as that of a stranger to the Department, and to the class of students he has been called upon to examine, is satisfactory.

The Examiner in Mathematics has been unable to speak highly of the average talent shown. Herein his judgment coincides with my own. Our students are too apt at remembering to care to exercise thought, and therefore fail under an Examiner who looks for comprehension of principles, rather than mere retention of book-work formulæ, is the evidence of successful teaching. He brings to my notice "a practice which obtains in the lower classes, particularly "in the Entrance and 1st School Class. It is usual with them to leave out the "work, or the greater part of the work, of a question in Arithmetic, and to send "up only the result. The Bareilly and Benares students are much given to this." It is strange if such a practice has escaped the notice of those who have conducted the Local Examinations, or that the students should have been left in ignorance of the loss of marks they entail thereby. The defect is so readily corrected, that the mention of it by the Examiner will be sufficient.

9. The general tables of marks gained by the respective Classes have been sent already. The tables annexed to this Circular show the names of all students who have been favorably mentioned by the Examiners, or who have shown a high degree of proficiency in the various subjects. To each of these a prize will be awarded, so soon as the sanction of the Government has been received to the expenditure. The lists of scholars for 1865 will be despatched as soon as possible. Meanwhile a copy of the rules which have guided me in the adjudication are herewith enclosed for your information.

I have, &c.,

M. KEMPSON,

Director of Public Instruction,

North-Western Provinces.

APPENDIX B.

FROM

SIVA SANKARA SIUHA,

Superintendent, Benares Boarding House,

To

R. GRIFFITH, ESQUIRE, M. A.,

Principal, Queen's College, Benares.

SIR,

IN submitting my first Report, in obedience to your orders, communicated to me a few days ago, regarding the Benares Boarding House, I beg to be allowed to state that, on my having charge of it on the 20th June, 1863, I found on its list 15 Tahsili pupils, all of different capacities, which circumstance proved a great obstacle in my making a proper classification immediately. I had however to contend against this state of things only for 6 months, after which, I am glad to say, that the boys set to work with their studies so diligently, that the difficulty complained of was all over.

Number of boys at present in the Boarding House.—The number of boys in the Boarding House has, since you have been pleased to place it under my charge, risen, making a total of 69, of whom 49 are stipendiaries, 30 drawing their scholarships at Rs. 3 per month from Government, and 19 from the Halqabandi Fund, and the remaining are non-stipendiaries, who, on account of their having come from different and distinct parts of the country, and shown a really great desire and earnestness to improve themselves, were allowed by you the indulgence of taking up their lodging in the Boarding Institution, on condition of their agreeing to conform to its strict Rules and Regulations; 7 of the latter class of Boarders are paying pupils, such as the 3 sons of Resaldar Mahomed Nazam Khan Bahadur, who rendered material assistance to Government during the mutiny of 1857; the 2 brothers of the Serishtadar of the Mirzapore Magistrate's Court; the 2 sons of the Deputy Collector of Goruckpore; and one Mahomedan young man from Behar. This rapid increase in number shows the popularity of the Institution.

Steps taken to prevent Boarders from going out.—To prevent any unnecessary waste of time, and other evils arising from the boys going out to the Bazar on pretext of purchasing their provisions, &c., a Bunnya has been made to stay and keep his shop on the premises of the Institution, to supply them regularly with articles of food, &c., which are examined by me every morning and evening, previously to their being weighed out to them. This has indeed proved a great check on them, because they cannot leave their quarters on any account whatever without my permission.

Improvements made in the lodgings of the Boarders, to make them healthy and comfortable.—As the rooms occupied by the Boarders were extremely dirty, in consequence of the Benares prisoners having been removed into them during the rebellion of 1857, some fear of their proving unhealthy to the occupants was entertained. It was therefore thought desirable to get them repaired and white-washed.

Measures adopted to push the Boarders on in their studies.—Impressed with the moral responsibility of the duty entrusted to me in having under my charge so many pupils, who have made so great a sacrifice in leaving, along with their homes, their dear relatives and friends, only for the sake of their education, I perceived that the mere task of superintending such a class of pupils would not suffice their purpose; nor would it satisfy my conscience. Hence the only humble effort I could make to encourage them on in their laudable endeavors of acquiring

knowledge was, that I at once left my house, and took up my lodging in the Boarding Institution, which I never quit, excepting on very rare occasions, when my presence at home is most absolutely required. To carry on the Boarders as rapidly as their natural capacities and other circumstances would allow, four, sometimes five hours out of School-time have been devoted almost daily by me, not only to the correcting of their mis-pronunciation, and aiding them in the preparation of the lessons of their respective classes, but also to the actual teaching of future lessons to them, with a view to fit them for higher classes much sooner than by the ordinary course of attending School.

Progress.—The considerable progress made by all the boys during the short time they have been with me, is itself a good exponent of their zeal and diligence, and needs no comment from me.

How the Boarders are to be made to learn to speak and write English.—The dialogues at the end of the new Readers, Nos. I., II. and III., consist of idiomatic sentences through which the most advanced Boarders, about twelve in number, have carefully been carried, with a view to facilitate their progress in English conversation and composition. Two hours after 3 P. M. have daily been devoted to this important exercise. The plan of making the boys in the lower Classes learn ten new words daily, will also be adopted during the present Session, as it will be found beneficial to them in storing their minds with a stock of words which will be of material service to them in point of English conversation, &c.; afterwards short idiomatic Urdu sentences will be formed of the words thus learnt, and the boarders will be required, as an exercise, to translate them into English.

The propriety of attaching a small Library to the Boarding House.—As the Boarders advance in knowledge, every care should be taken to create in them a taste for extra reading; and for this purpose I would respectfully beg leave to propose that a small Library be attached to the Boarding Institution, consisting of cheap, easy and instructive books, of which a list will hereafter be submitted for approval. I beg leave to recommend that the prices of these books be paid out of the contingent charges.

Economy observed in the expenses of the Boarding House.—As regards the expenses of the Boarding House, kindly permit me to state that the strictest possible attention has been paid to economy.

Steps taken to have a check on the expenses of the Boarders.—To induce habits of frugality in the Boarders, they are required to keep their account-books, which are inspected by me every month.

Discipline and conduct of the Boarders.—Ever since my connection with the Boarding House, every care has been taken to impress on the minds of the Boarders the advantages of morality, obedience to their superiors, and regularity and diligence in whatever they undertake, as the only means to ensure their success in life. The disadvantages of lying, dishonesty, duplicity, cunning and other vices which native youths are apt to indulge in, without considering the serious evils arising therefrom, have also been explained. In so doing, I have been under this conviction that, as "constant dropping wears away stones," so the good precepts given by the constant associate of these Boarders will not, it is hoped, fail under Divine blessing in producing their salutary effect in making them love and pursue what is good, and hate and avoid what is bad. My efforts have not been altogether ineffectual. I feel particularly gratified in being able to speak very favorably of the moral conduct of all the Boarders. No one has hitherto been guilty of any delinquency calling for even the mildest reproof.

The exercises and amusements of the Boarders and their health.—To encourage a desire of manly exercises among the Boarders, and thereby to make them happy and healthy, an *Akhara*, with all sorts of Native gymnastic apparatus, has been

provided for them. Evening is the only convenient time set for them all to meet and practise their athletic sports. How much delighted they feel, whilst so engaged, can be better conceived than described. English games will soon be introduced.

Medical aid rendered by Baboo Káli Náth Mozoomdár and Moulvie Badri-ud-Deen.—In cases of sickness in the Boarding House, Baboo Káli Náth, the local Sub-Assistant Surgeon, and Moulvie Badri-úd-Deen, attached to the Inspector's Office, have been kind enough to give the benefit of their medical advice as often as required. To both these gentlemen I feel deeply thankful.

I cannot allow this opportunity to pass by, without making honorable mention of Baboo Siva Prasad, the Joint Inspector, for the great interest he evinces in the success of the Institution.

In conclusion, I beg leave to submit herewith two Statements, marked A. and B. respectively, exhibiting the names of the districts from which the Boarders have come, and the names of the Classes in which they are at present studying.

I have the honor to be, Sir,

Your most obedient servant,

BENARES BOARDING HOUSE:
The 8th February, 1865.

SIVA SANKARA SIUHA,
Superintendent.

APPENDIX C.

No. 14 A. OF 1865.

FROM

R. SIMSON, ESQUIRE,
Secretary to Government,
North-Western Provinces.

TO

THE HON'BLE R. N. CUST,
Offg. Secretary to the Government of India,
in the Home Department, Fort William.

DATED CAMP AGRA, THE 2ND JANUARY, 1865.

SIR,

WITH reference to your letter No. 1977, dated 12th August last, I am directed to forward, for the consideration of His Excellency the Viceroy and Governor-General in Council, the accompanying copy of a letter* from the Director of Public Instruction, North-Western Provinces, regarding the maintenance of Normal Schools from Local Cesses.

*No. 1042, dated the 7th December, and enclosures.

2. I am to observe that any sudden check to the present popular movement in favor of education among the agricultural and village communities would be very inexpedient; and His Honor the Lieutenant-Governor therefore earnestly hopes that the Supreme Government will permit the expenditure upon Normal Schools to continue upon the existing footing, with the modification proposed by the Director of Public Instruction,—at all events for the present, and until the Education Cess has been fully introduced and placed upon a proper footing by the Settlement now in progress.

3. The Director of Public Instruction will be instructed to keep the claims of the Normal Schools on the Local Cess Funds distinctly in view; and wherever additional Funds may become available, which can be applied to the purposes without crippling existing village institutions, he will use them in diminution of the

Government aid to the Normal Schools, to the extent of fifty per cent. of the expenditure.

4. In pursuance of this object, he will be requested to consider whether any portion of the Grant-in-aid proposed to be given to the Village Schools in the permanently-assessed districts of the Benares Division can properly be applied in reduction of the Government expenditure upon the Benares Normal School.

I have the honor to be, Sir,

Your most obedient servant,

(Signed) R. SIMSON,

Secretary to Government, N. W. P.

No. 1042 OF 1864-65.

FROM

M. KEMPSON, ESQ., M. A.,

Director of Public Instruction, N. W. P.

TO

R. SIMSON, ESQ.,

Secretary to Government, N. W. P.

DATED CAMP JELALPORE, THE 7TH DECEMBER, 1864.

SIR,

THE orders of the Supreme Government, No. 1977, dated 12th August, Home Department, forwarded to me under cover of your docket No. 2746 A., dated 3rd September last, indicate the views of the Right Hon'ble the Secretary of State for India as to the partial maintenance of Normal Schools by Local Funds. I have therefore provisionally relieved my Estimates for 1865-66 of a part of the expenditure under this head from Imperial Funds; but as the Estimates were then all but due, no exact calculation of the proportions of expenditure was then attempted. It seemed approximately correct to rate the proportions as equal,—partly from regard paid to the considerations which follow, and partly on the principle that the State Grants aid in this ratio, as a general rule, to exertions of a local character. I have now the honor of bringing the question more definitely to His Honor's notice, with the request that my views, if His Honor is disposed to endorse them, may be submitted to the Supreme Government for further orders.

2. I have given thought to the subject, and have discussed it with the Inspectors of the 1st, 2nd and 3rd Circles, whose letters, as noted in the margin, I enclose for His Honor's further information.

No. 770, dated 18th November, 1864, from Inspector, 1st Circle.
No. 128, dated 15th November, 1864, from Inspector, 2nd Circle.
No. 41, dated 23rd November, 1864, from Inspector, 3rd Circle.

3. Premising that the three Normal Schools of Meerut, Agra and Benares, cost the Government respectively Rs. 12,384, Rs. 12,936, and Rs. 13,560, I think that a consideration of the two following questions will comprehend all that is necessary to be brought forward :—

1*st.*—What proportion of the expenditure on Normal Schools may, under the circumstances, be defrayed by Local Funds ?

2*nd.*—What will be the effect of thus charging the Local Funds with the training of the Teachers required ?

4. At first sight it would seem equitable to determine that the expenses attending the Normal School training of all persons who are, or are destined to become, in the first instance, Halqabandi School Teachers, should be borne by the School Cess Funds. A merely numerical calculation of this kind would give 70 per cent. at least of the whole cost as an Estimate of those expenses. But other

considerations, which largely affect the calculation, must be taken into account: These are—(1) That, as a higher degree of instruction is required for Tehsilee School Teachers, so, while under training, they require more time and attention, and therefore cost more money; (2) that, although the majority of persons who receive training may go out from the Institution as Halqabandi School Teachers, they are, after having proved their fitness as Teachers in this capacity, drafted as occasion requires into Tehsilee Schools, either as Assistants or Head Teachers; and it is impossible to calculate with exactness what proportion of the persons under training, at any one time, will eventually be employed as Tehsilee School Teachers It is clear, too, from the above consideration, that the Halqabandi Schools, which derive benefit from the Government Training Institutions, do in some sort repay that benefit to Government in the field of trial and experience they afford for the selection of Tehsilee Teachers.

Giving weight to these considerations, the Inspector of the 1st Circle reduces the proportional expenditure from Local Funds to nearly 50 per cent.,—a calculation which coincides with my own provisional entry (noticed in paragraph 1 above) in the Budget Estimates. The basis of this calculation is given by the Inspector in paragraph 9 of his letter herewith submitted. The Inspector of the 2nd Circle lays less stress on these grounds of calculation, supposing that the effect of laying the burden of a partial support of the Normal School in his Circle on the Local Funds has been foreseen and provided for by the Government. The Inspector of the 3rd Circle, on the other hand, is of opinion that so small a fraction as one-tenth of the whole cost is all that can, with fairness, be borne by the Local Funds, but he founds this conclusion not so much on a valuation of the benefits offered by a Normal School training to the Halqabandi Schools, as on the bad effect which will be produced by diverting these funds from their present application, and on his belief that the Government has undertaken to train the Village School Teachers as well as to inspect them.

5. This variation of opinion illustrates the difficulty of adjusting the proportional expenditure. My own opinion is, that if the Government is disposed to insist on a partial withdrawal of the support now given, more than half the expenditure cannot, with justice, be laid upon the Local Funds. That a withdrawal of the Imperial Funds to this extent will have a disastrous effect on the progress of popular education in these Provinces, it is now my business to show, in the consideration of the second of the two questions proposed in paragraph 3 above.

6. The Inspector of the 1st Circle puts the matter clearly, when he says that every Rs. 72, diverted from the funds by which the Halqabandi School Teachers are paid, will in effect close one School for one year. This is putting the Teacher's pay at Rs. 6,—a comparatively liberal allowance. In both the 1st and 2nd Circles are numbers of villages in which the Schools have been established several years. To close such would be an undoubted hardship. In some of the districts, as Mr. Cann remarks, surplus amounts of the Cess Funds, which are gradually being expended in building School-houses, have accrued. The reason of this was, that the money became available before it was possible to establish the full complement of Schools. These accumulations are no longer possible. *Ipso facto*, the funds are inadequate to meet the wants of the agricultural population. This point is forcibly illustrated by the Inspector of the 3rd Circle, who instances the case of the large district of Goruckpore.—(*Vide* his letter, paragraph 4.) He shows that, at the utmost, the establishment of one School for every 30 villages is all that can be effected by the produce of the Educational Cess; and that, too, with the doubtful economy of paying Rs. 4 a month to the Teachers. It must be remembered, too, that School-houses have to be erected, and must be repaired periodically.

7. Withoutdwelling further on this point, I may say that if His Honor is of opinion that a reduction in the Imperial outlay on Normal Schools is advisable, I would prefer to carry it out by weakening their Establishments as at present constituted, rather than by transferring a moiety of the burden to the Local Funds. Yet this, too, would be inexpedient; for they are Institutions of importance, and any great diminution of their resources would have a retrogressive tendency.

8. I conclude by recommending the following arrangement, as sufficiently in accordance with the principle that the aid accorded by the Government in Educational advancement is intended to supplement local effort:—It is this, that the stipendiary allowance, or maintenance-money, paid to the Village School Teachers while under training, should be partly contributed by the School Fund of the districts from which they are assembled. The allowance now paid *in toto* by the Government is Rs. 4 monthly. But this allowance is inadequate, particularly in seasons of scarcity like the present. The Teacher who comes for training, has to leave behind him, at a long distance in most cases, his family and dependants, whose wants he must provide for in the interval, in addition to his own.

This necessity makes him, in many cases, prefer resigning his Teachership to being sent to the Normal School.

I recommend that the maintenance allowance be increased to Rs. 5, of which Rs. 3 be paid by the Government, and Rs. 2 by the District School Funds. The effect of this would be, that in future the Government expenditure on Normal Schools would be reduced by Rupee 1 monthly for every Teacher under training year by year. If His Honor accords his approval to this suggestion, it will be necessary to restore, to the Educational Estimates for 1865-66, the moiety of expenditure on the three Normal Schools of Meerut, Agra and Benares, which I represented in paragraph 1 above as having been provisionally deducted; and the decrease, brought into effect by deducting 1 Rupee per mensem from the maintenance money of each Village School Teacher under training, may be hereafter credited to the Government as savings, or be estimated under the appropriate heading in the Budget as a decrease in the annual expenditure on Education.

I have, &c.,

M. KEMPSON,

Director of Public Instruction, N. W. P.

APPENDIX D.

Grant-in-aid Regulations for the North-Western Provinces, approved and sanctioned by G. O. No. 2612.—Dated Simla, the 8th September, 1864.

ARTICLE I. THE object of a system of Grants-in-aid is to promote private enterprise in Education, under the inspection of Officers appointed by the Government.

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain Schools.

III.—Those conditions generally stated are :—

(1)—That the School is under competent management.

(2)—That the funds on which the local expenditure is based are stable.

(3)—That the extended operations, to be brought into play by Government assistance, are justified by the wants of the locality, and by the School accommodation provided.

IV. Managers of Schools, desirous of receiving State assistance, are therefore required to submit, with their application for a monthly grant (the amount being

noted), a Statement through the Director of Public Instruction, which shall inform the Local Government :—

(1)—Of the name or names of the person or persons responsible for the management of the School, and for the disbursement of all funds expended on the same, it being stated whether such person or persons are resident or non-resident, and how long he or they are expected to be responsible.

(2)—Of the following particulars :—

(*a*)—The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for.

(*b*) The number, qualifications and salary of the Teachers employed, or to be employed, there being ordinarily a Teacher for every 30 boys in average attendance

(*c*) The average attendance registered or anticipated.

(*d*) The extent in cubic feet of the internal School accommodation provided with short notice of site and locality.

(*e*) The scholastic regulations (as to attendance, fees, fines, &c.) in force or to be enforced.

(*f*) The books studied or to be studied (detailed List).

V. The grant asked for must not exceed, as a general rule, the monthly income noted under (*a*) in the Statement defined by Article IV. above.

N. B.—The monthly income may include the amount of fees collected.

VI. The grants after allotment are payable month by month from the beginning of the Official year next succeeding the submission of application, provided that the Budget Estimates of the year admit of the expenditure.

N. B.—It is necessary that applications for new grants be registered in the Director's Office before the preparation of the Budget Estimates.

VII. No grants are made to Schools which are not open to examination by the Government Inspectors.

VIII. The Inspectors are to take no notice whatever of the religious doctrines which may be taught in any School, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, and to report the results.

IX. The continuance of a grant depends on the favorable report of the Inspector, submitted after his periodical visit, before the end of the Official year.

X. The grant may be either withheld or reduced, for causes arising out of the state of the School.—To wit.

(*a*) If the School is found to be held in an unhealthy or otherwise undesirable locality, after due notice from the Inspector.

(*b*) If the Teachers have not been regularly paid, or are manifestly incapable.

(*c*) If the attendance has been exceptionally irregular, or if the Register be not kept with sufficient accuracy to warrant confidence in the returns.

XI. In every aided School are to be kept, besides the ordinary register of attendance,—

(*a*) A book in which the names of all Scholars admitted, with date of admission and age at the time of admission, are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(b) A log-book, in which the Managers or the Head Teacher may enter occurrences of an extraordinary nature, affecting the interests of the School. No entry, once made, can be removed or altered, except by a subsequent entry of correction, and all entries are to be dated and attested.

XII. The Inspector will call for these books at his annual visit, and will enter in the latter such remarks as he may have to make on the state of the Schools, forwarding copies of the same to the Office of the Director of Public Instruction before the end of the Official year.

XIII. In cases of special excellence, the Teachers may be rewarded on the Inspector's recommendation,—such reward to count as an adjunct to the grant for the ensuing year. A certificate of merit will be given to such Teachers at the discretion of the Director of Public Instruction.

In Collegiate Aided Schools, the students who pass the Calcutta University Examinations will be recommended for Scholarship allowances.

XIV. *Female Education.*—Girl Schools will receive liberal encouragement, on the principles laid down in Article III., so long as the Government is satisfied that the management of the same is in unexceptionally trustworthy hands.

N. B.—The inspection of these Schools by Government Officers will not, as a rule, be enforced.

XV. *Grants for Building and other special purposes.*—Aid is not granted towards the erection of Private Schools, unless the Local Government is satisfied that the conditions for ordinary Grants-in-aid, laid down in Article III., are fulfilled.

XVI. Grants made for building, enlarging, improving or fitting up Schools, do not exceed the total amount contributed for the same purpose by proprietors, residents, agents, or others, within the district where the School is located.

Such contributions may be in the form of—

(*a*) Individual subscriptions.

(*b*) Allotments from Benevolent Societies.

(*c*) Materials at the market rates.

(*d*) Sites given without valuable consideration.

(*e*) Cartage.

XVII. The Sites, Plans, Estimates, &c., must be satisfactory to the Local Government.

XVIII. The extension of the area of existing School-rooms to receive more scholars is treated *pro tanto* as a new case under Article XV.—*Seqq.* above.

XIX. In the event of any building, towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government, being subsequently diverted to any other than Educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government.

M. KEMPSON, M. A.,

Director of Public Instruction, N. W. P.

APPENDIX F.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1864-65.

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
Government College, ...	Agra, ...	October, 1823,	209	34	9	252	266·6	252	12	47	194	13	211	...	8 As. to 5 Rs.	43,092 4 5	1,033 9 8	0 0 0	0 0 0
Ditto, ...	Bareilly, ...	1837	251	55	3	309	309·0	309	...	37	114	...	...	...	8 As. to 5 Rs.	37,814 0 0	...	0 0 0	105 0 0
Ditto, ...	Benares, ...	1,792	513	32	1	546	502	435	...	...	252	143	126	25	5 As. to 1 R.	62,577 4 7	807 0 0	0 0 0	243 0 0
Total, ...	.....	.....	973	121	13	1.107	1077·6	996	12	84	560	156	337	25	0	1,42,983 9 0	1,840 9 8	0 0 0	348 0 0

APPENDIX F.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1864-65—*(Concluded.)*

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1.	2.	3.	15.	16	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	R. A. P.	Rs. As. P.	Rs. As. P.	
Government College, ...	Agra, ...	October, 1823,	2,668 14 3	985 2 10	0 0 0	47,779 15 2	43,092 4 5	2,196 0 2	45,288 4 7	2,491 10 7	0 0 0	170 0 0	166 10 6	
Ditto, ...	Bareilly, ...	1837,	1,807 0 0	0 0 0	2,013 0 0	41,239 0 0	39,327 0 0	1,847 0 0	41,174 0 0	65 0 0	0 0 0	133 4 0	120 12 1	
Ditto, ...	Benares, ...	1792,	5,903 13 6	40 6 0	5 3 0	69,576 11 1	52,584 0 9	16,992 10 4	69,576 11 1	0 0 0	0 0 0	138 9 7	124 10 6	
Total, ...	...	...	10,379 11 9	1,025 8 10	2,018 3 0	1,58,595 10 3	1,35,003 5 2	21,035 10 6	1,56,038 15 8	2,556 10 7	0 0 0	147 4 6	137 5 8	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1864-65.

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Pupils studying each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government School, ...	Ajmere, ...	1851	151	34	1	186	169·8	186	0	28	73	0	85	0	From 2 As. to Rs. 5	17,145 8 1	96 0 0	0 0 0	1,000 0 0
Total, ...	...	...	151	34	1	186	169·8	186	0	28	73	0	85	0	2 As. to Rs. 5	17,145 8 1	96 0 0	0 0 0	1,000 0 0

APPENDIX F.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1864-65—(Concluded.)

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institutions.	Locality.	When Established.	Receipts—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Government School, ...	Ajmere, ...	1851,	664 9 6	261 8 9	...	19,167 10 4	16,523 2 0	3,200 8 6	19,723 10 6	...	556 0 2	116 0 4	100 13 6	
Total, ...	...	...	664 9 6	261 8 9	...	19,167 10 4	16,523 2 0	3,200 8 6	19,723 10 6	...	556 0 2	116 0 4	100 13 6	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 2A.—*I. Institutions for General*

GOVERNMENT SCHOOLS

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of guage	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
Anglo-Vernacular School.	Etawah, ...	July, 1856, ...	344	24	4	372	32·6	201	21
	Allygurh, ...	12th July, 1858, ...	161	17	1	179	17·5	179	...
	Secundra Rao, ...	1st October, 1864, ...	13	5	...	18	18·	18	...
	Hatrass, ...	20th December, 1864,	23	1	...	24	20·	24	...
	Pilibheet, ...	16th July, 1851, ...	86	6	...	92	88·	92	...
	Bijnour, ...	3rd March, 1863, ...	45	15	...	60	39·	60	...
	Budaon, ...	17th May, 1863, ...	61	24	...	85	80·	85	...
	Boolundshuhur, ...	20th February, 1863,	63	7	...	70	67·	70	...
	Meerut, ...	8th March, 1865, ...	18	3	...	21	11·	21	...
	Mozuffurnuggur, ...	2nd January, 1863,...	40	4	...	44	40·	44	...
	Chundowsee, ...	2nd January, 1865,...	28	...	...	28	17·	28	...
	Amroha, ...	2nd February, 1865,	29	49	...	78	61·	78	...
	Seharunpore, ...	25th February, 1863,	27	21	...	48	48·	48	...
	Shahjehanpore, ...	15th October, 1864,	96	54	...	150	13·7	150	...
	Durgai School, ...	13th October, 1864,	50	26	...	76	65·55	32	3
	Cawnpore, ...	1st December, 1864,	12	3	...	15	14·49	15	...
	Bilhour, ...	18th May, 1864, ...	23	2	...	25	23·42	25	...
	Nawabgunj, ...	1st May, 1861, ...	7	...	...	7	13·22	7	...
	Akbarpore, ...	18th March, 1864, ...	65	...	...	65	61·65	65	...
	Deyrapore, ...	26th November, 1863,	30	9	...	39	37·15	39	...
	Etah, ...	8th May, 1850, ...	11	2	...	13	11·98	13	...
	Ouryah, ...	13th August, 1860,...	11	...	...	11	8·25	11	...
	Phupphoond, ...	13th August, 1860,...	28	1	...	29	23·71	29	...
	Furrukhabad Huzoor Tehseel, ...	1st February, 1864,...	70	2	...	72	70·62	72	...
	Chibramow, ...	1st April, 1864, ...	65	5	...	70	68·84	70	...
	Jalalabad, ...	1st January, 1864,...	36	...	...	36	35·18	36	..
	Shumsabad, ...	4th December, 1862,	42	4	...	46	45·20	46	...
	Tirwa, ...	12th December, 1864,	14	...	...	14	13·36	14	...
	Humeerpore, ...	30th January, 1863,	12	...	...	12	21·00	12	...
	Calpee, ...	11th February, 1863,	19	1	...	20	22·23	20	...
	Lullutpore, ...	1st September, 1862,	42	5	...	47	49·00	47	...
	Muthra, ...	17th January, 1863,	49	2	...	51	47·73	51	...
	Bindrabun, ...	19th January, 1865,	8	1	1	10	8·00	10	...
	Mynpoorie, ...	28th June, 1864, ...	63	3	...	66	53·87	66	...
	Shekoabad, ...	28th March, 1864, ...	30	4	...	34	33·25	34	...
	Chail, ...	Ditto ditto, ...	148	61	...	209	162·69	209	...
	Phoolpore, ...	Ditto 1862, ...	97	34	...	131	102·93	28	...
	City Futtehpore, ...	Ditto 1864, ...	65	37	...	102	66·96	72	...
	Haswa, ...	Ditto ditto, ...	31	18	...	49	39·88	27	...
	Kora, ...	Ditto ditto, ...	51	31	...	82	58·35	25	...
	Kote, ...	Ditto ditto, ...	7	22	...	29	18·12	29	...
	Balia, ...	Ditto 1862, ...	89	13	...	102	89·11	69	...
	Banda, ...	Ditto 1861, ...	55	48	...	103	79·97	86	5
	Grand Total, ...	... ...	2,264	564	6	2,838	2472·71	2,357	29

DIX F.

Education, for the year 1864-65.

OF THE MIDDLE CLASS.

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
173	251	...	173	...	2 Rs. to 2 As.	9,600 0 0	...	...	840 0 0
179	179	...	...	...	3 „ & 4 „	2,543 10 8	...	...	59 8 3
16	18	...	...	...	4 „	766 12 5	...	350 0 0	...
...	...	...	...	...	3 „ & 4 „	283 13 8	...	...	...
...	...	...	...	...	1 „	53 8 0	2,896 0 0	...	...
60	60	...	...	...	2 „ & 4 „	566 6 11	...	...	300 0 0
85	85	...	...	...	4 „	655 14 0	...	...	50 6 3
56	70	...	...	...	4 „	828 9 0	...	194 1 9	319 0 0
12	9	...	...	...	3 „ & 4 „	126 12 9	...	...	60 0 0
44	44	...	...	...	4 „	797 2 5	...	17 8 0	842 12 3
28	...	...	...	...	3 „ & 4 „	250 0 0	...	...	35 14 10
78	...	...	...	...	3 „ & 4 „	200 0 0	...	...	29 10 3
48	48	...	...	...	4 „	906 3 5	...	127 12 0	...
150	150	...	...	...	2 „ & 4 „	2,634 8 0	...	...	135 1 1
15	37	...	65	...	2 „ to 8 „	568 3 1	636 0 0	...	176 6 10
...	10	...	7	...	4 „	194 6 3	...	605 0 0	...
...	13	...	7	...	2 „ & 4 „	189 10 11	...	190 0 0	...
...	2	...	1	...	...	272 9 10	...	...	...
...	50	...	65	...	...	308 14 6	...	178 0 0	...
...	15	...	39	...	...	628 14 6	...	648 12 0	...
...	...	...	...	...	2 As. to 1 Re.	602 5 10	...	125 0 0	...
...	...	...	2	...	4 „ to 8 As.	191 0 6	...	176 0 0	...
7	9	...	5	...	Ditto,	198 15 6	...	168 0 0	...
...	...	...	...	...	...	587 13 3	...	60 0 0	...
...	...	...	...	...	...	180 0 0	...	195 0 0	...
...	...	...	...	...	...	135 0 0	...	180 0 0	...
...	...	...	...	...	...	180 0 0	...	171 8 0	...
...	...	...	...	...	...	68 3 7	...	67 8 0	...
...	...	...	...	...	2 Rs. & 4 As.	600 0 0	...	...	...
...	...	...	...	...	4 „	589 4 3	...	...	87 0 0
...	...	...	...	...	2 „	306 6 9	...	298 0 4	...
...	...	...	...	...	4 „ & 8 „	601 11 6	...	...	...
...	...	...	...	...	4 „	87 14 9	...	...	...
7	18	...	36	...	1 „ to 4 „	261 6 6	...	...	...
...	9	...	24	...	8 „	188 14 6	...	...	...
...	209	...	50	...	1 A. to 1 Re.,	474 14 0	...	480 0 0	...
20	26	...	105	...	2 Annas, ...	197 4 0	...	300 0 0	...
30	52	...	20	...	1 to 2 As., ...	705 7 0	...	...	710 0 0
29	...	...	13	...	1 to 4 „ ...	300 0 0	...	...	180 0 0
20	...	...	45	...	2 „ ...	360 0 0	...	...	240 0 0
...	...	...	...	...	1 A., ...	180 0 0	...	...	260 0 0
...	54	...	48	...	1 to 4 As., ...	391 9 2	300 0 0	...	309 11 7
25	78	...	27	...	4 „ ...	434 0 0	...	706 0 0	...
1,082	11,496	...	882	...	Various rates.	30,198 3 5	3,832 0 0	5,238 2 1	4,635 7 4

APPEN

TABLE No. 2A.—*I. Institutions for General*

GOVERNMENT SCHOOLS

Name of Institutions.	Locality.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	2.	3.	15.	16.	17.	18.
			Rs. As. P.		Rs. As. P.	Rs. As. P.
Anglo-Vernacular Schools.	Etawah, ...	July, 1856, ...	693 7 10	...	168 0 0	11,301 7 10
	Allygurh, ...	12th July, 1858, ...	607 2 0	...	...	3,210 4 11
	Secundra Rao, ...	1st October, 1864, ...	47 0 0	...	...	1,163 12 5
	Hatrass, ...	20th December, 1864,...	33 4 0	...	...	317 1 8
	Pilibheet, ...	16th July, 1851, ...	72 2 0	...	...	3,021 10 0
	Bijnour, ...	3rd March, 1863, ...	119 3 0	...	...	985 9 11
	Budaon, ...	17th May, 1863, ...	275 4 0	...	576 2 1	1,557 10 4
	Boolundshuhur, ...	20th February, 1863,...	210 0 0	...	...	1,551 10 9
	Meerut, ...	8th March, 1865, ...	16 8 0	...	...	203 4 9
	Mozuffurnuggur, ...	2nd January, 1863, ...	108 0 0	...	...	1,765 6 8
	Chundowsee, ...	2nd January, 1865, ...	31 2 0	...	...	317 0 10
	Amroha, ...	2nd February, 1865, ...	112 3 0	...	...	341 13 3
	Seharunpore, ...	25th February, 1863,...	148 14 0	...	...	1,182 13 5
	Shahjehanpore, ...	15th October, 1864, ...	445 3 6	...	...	3,214 12 7
	Durgai School, ...	13th October, 1864, ...	87 2 0	...	...	1,467 11 11
	Cawnpore, ...	1st December, 1864, ...	18 12 0	...	...	818 2 3
	Bilhour, ...	18th May, 1864, ...	15 0 0	...	...	394 10 11
	Nawabgunj, ...	1st May, 1861, ...	...	...	...	272 9 10
	Akbarpore, ...	18th March, 1864, ...	...	...	...	486 14 6
	Deyrapore, ...	26th November, 1863,	...	...	...	1,277 10 6
	Etah, ...	8th May, 1850, ...	75 4 0	...	...	802 9 10
	Ouryah, ...	13th August, 1860, ...	38 8 0	...	...	405 8 6
	Phupphoond, ...	Ditto, ditto, ...	131 4 0	...	...	498 3 6
	Furrukhabad Huzoor Tehseel, ...	1st February, 1864, ...	...	...	...	647 13 3
	Chibramow, ...	1st April, 1864, ...	...	...	...	375 0 0
	Jalalabad, ...	1st January, 1864, ...	...	...	...	315 0 0
	Shumsabad, ...	4th December, 1862, ...	...	...	...	351 8 0
	Tirwa, ...	12th December, 1864,...	...	...	...	135 11 7
	Humeerpore, ...	30th January, 1863, ...	59 12 0	...	...	659 12 0
	Calpee, ...	11th February, 1863,...	72 8 0	...	...	748 12 3
	Lullutpore, ...	1st September, 1862,...	8 4 0	...	...	612 11 1
	Muthra, ...	17th January, 1863, ...	236 4 0	...	...	837 15 6
	Bindrabun, ...	19th January, 1865, ...	5 8 0	...	...	93 6 9
	Mynpoorie, ...	28th June, 1864, ...	86 5 0	...	...	347 11 6
	Shekoabad, ...	28th March, 1864, ...	163 0 0	...	...	351 14 6
	Chail, ...	Ditto ditto, ...	619 10 0	...	196 4 0	1,770 12 0
	Phoolpore, ...	Ditto 1862, ...	212 4 0	...	98 12 0	808 4 0
	City Futtehpore, ...	Ditto 1864, ...	95 4 0	...	...	1,510 11 0
	Haswa, ...	Ditto ditto, ...	82 8 0	...	...	562 8 0
	Kora, ...	Ditto ditto, ...	126 6 0	...	...	726 6 0
	Kote, ...	Ditto ditto, ...	22 5 0	...	...	462 5 0
	Balia, ...	Ditto 1862, ...	132 2 0	...	...	1,133 6 9
	Banda, ...	Ditto 1861, ...	135 4 0	...	...	1,275 4 0
	Grand Total, ...	... ...	5,341 7 4	...	1,039 2 1	50,285 6 3

Office of Director of Public Instruction, N. W. P.:
Bareilly, the 12th July, 1865.

DIX F.

Education, for the year 1864-65.

OF THE MIDDLE CLASS.

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
10,176 0 0	1,113 10 11	11,289 10 11	11 12 11	...	34 10 1	29 7 2	
2,569 11 11	781 12 8	3,351 8 7	...	141 3 8	19 2 5	14 8 7	
434 0 0	699 8 5	1,133 8 5	30 4 0	...	62 15 2	42 9 7	
227 12 0	160 4 0	388 0 0	...	70 14 4	19 6 5	14 3 1	
2,931 0 0	90 10 0	3,021 10 0	...	...	34 5 5	0 9 9	
784 0 9	...	784 0 9	201 9 2	...	27 0 7	19 8 6	
1,202 2 1	241 13 1	1,443 15 2	113 11 2	...	18 0 9	8 3 2	
1,235 5 7	274 10 0	1,509 15 7	41 11 2	...	22 8 7	12 5 10	
126 12 9	16 8 0	143 4 9	60 0 0	...	13 0 5	11 8 5	
1,232 0 0	230 10 5	1,462 10 5	302 12 3	...	36 9 1	19 7 10	
227 2 5	33 10 0	260 12 5	56 4 5	...	15 5 5	14 11 4	
190 9 9	39 5 0	229 14 9	111 14 6	...	3 12 3	3 4 6	
824 0 0	330 5 5	1,154 5 5	28 8 0	...	25 10 6	20 2 3	
2,727 1 1	345 4 10	3,072 5 11	142 6 8	...	22 6 10	19 3 8	
1,191 6 3	216 14 0	1,408 4 3	59 7 8	...	23 0 2	8 10 8	
185 7 9	27 10 6	213 2 3	605 0 0	...	14 11 4	13 6 8	
170 12 5	33 14 6	204 10 11	190 0 0	...	8 11 10	8 1 7	
263 11 4	8 14 6	272 9 10	...	...	20 9 11	20 9 11	
300 0 0	8 14 6	308 14 6	178 0 0	...	5 0 2	5 0 2	
600 0 0	28 14 6	628 14 6	648 12 0	...	16 14 10	16 14 10	
577 11 10	159 4 0	736 15 10	65 10 0	...	61 8 4	50 4 6	
180 0 0	225 8 6	405 8 6	...	...	49 2 6	23 2 6	
180 0 0	318 3 6	498 3 6	...	...	21 0 3	8 6 3	
647 13 3	...	647 13 3	...	...	9 9 6	8 5 2	
375 0 0	...	375 0 0	...	...	5 7 2	2 9 10	
315 0 0	...	315 0 0	...	...	8 15 3	3 13 5	
351 8 0	...	351 8 0	...	...	7 12 5	3 15 9	
135 11 7	...	135 11 7	...	...	10 10 6	5 2 10	
600 0 0	59 12 0	659 12 0	...	...	31 6 8	28 9 2	
580 5 9	168 6 6	748 12 3	...	...	33 10 11	26 8 1	
281 7 3	32 0 6	313 7 9	299 3 4	...	6 6 4	6 4 0	
600 0 0	237 15 6	837 15 6	...	...	17 8 11	12 9 8	
85 7 9	7 15 0	93 6 9	...	...	11 10 10	10 15 10	
252 8 0	95 3 6	347 11 6	...	...	6 7 3	4 13 8	
180 0 0	171 14 6	351 14 6	...	...	10 9 4	5 10 11	
1,456 0 0	830 12 0	2,286 12 0	...	516 0 0	14 0 11	2 14 8	
492 0 0	316 4 0	808 4 0	...	...	7 13 7	1 14 7	
1,194 3 0	200 11 0	1,394 14 0	115 13 0	...	20 13 5	10 8 6	
480 0 0	82 8 0	562 8 0	...	...	14 1 2	7 8 4	
600 0 0	126 6 0	726 6 0	...	...	12 7 2	6 2 8	
360 0 0	102 5 0	462 5 0	...	...	25 10 5	9 15 9	
831 1 9	302 5 0	1,133 6 9	...	...	12 11 6	4 6 4	
840 0 0	435 4 0	1,275 4 0	...	...	15 15 0	5 7 0	
39,194 14 3	8,555 13 9	47,750 12 0	3,262 12 3	728 2 0	20 3 1	12 7 3	

T B. CANN,
Offg. Director of Public Instruction, N. W. P.

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							1st CIRCLE, DEPARTMENT			
Tuhsili Schools.	Allygurh.	Hathrass, ...	6th May, 1850, ...	348	34	...	382	310	...	...
		Atrowli, ...	15th April, „ ...	150	30	...	180	175	...	...
		Coel, ...	10th February, 1862,	173	40	...	213	157	...	...
		Tuppul, ...	10th May, 1850, ...	69	1	...	70	70	...	...
		Khyr, ...	Ditto, ...	56	6	...	62	58	...	...
		Bijygurh, ...	1st May, 1860, ...	71	...	...	71	60	...	...
		Beswan, ...	1st January, 1859, ...	103	5	...	108	101	...	...
		Secundra Rao, ...	27th April, 1850, ...	55	35	...	90	85	...	...
		Total, ...	...	1,025	151	...	1,176	1,016	...	...
	Boolundshuhur.	Secundrabad, ...	24th April, 1856, ...	174	51	...	225	195	...	...
		Boolundshuhur, ...	12th July, „ ...	124	35	...	159	148	...	...
		Debaee, ...	19th April, „ ...	66	116	...	182	164	...	...
		Khurja, ...	19th May, „ ...	215	58	...	273	261	...	...
		Total, ...	...	579	260	...	839	768	...	...
	Meerut.	Meerut, ...	8th May, 1855, ...	147	112	1	260	238	...	...
		Sirdhana, ...	24th October, 1855, ...	51	25	3	79	60	...	...
		Buroth, ...	21st ditto, ...	66	3	...	69	73	...	...
		Morad Nuggur, ...	29th ditto, ...	43	16	...	59	55	...	...
		Shahderah, ...	1st May, 1859, ...	35	9	...	44	41	...	...
		Haupur, ...	24th October, 1855, ...	51	36	...	87	74	...	...
		Total, ...	...	393	201	4	598	541	...	...
	Mozuffurnuggur.	Mozuffurnuggur, ...	4th April, 1858, ...	23	20	...	53	50	...	...
		Khatowli, ...	1st ditto, ...	95	21	...	116	108	...	...
		Shamli, ...	17th January, 1858, ...	160	15	...	175	151	...	...
		Thanah Bhowan, ...	22nd ditto, ...	86	59	...	145	124	...	...
		Poor, ...	28th ditto, ...	38	31	...	69	64	...	...
		Total, ...	...	412	146	...	558	497	...	...
	Seharunpore.	Seharunpore, ...	18th January, 1852, ...	51	104	...	155	123	...	...
		Jwalapore, ...	1st December, 1854, ...	67	28	...	95	86	...	...
		Munglour, ...	14th March, 1856, ...	42	20	...	62	49	...	...
		Deobund, ...	11th October, 1851, ...	26	59	...	85	81	...	...
		Gungoh, ...	23rd December, 1854,	45	40	...	85	79	...	...
		Ambaitha, ...	Ditto ditto, ...	66	32	...	98	97	...	...
		Total, ...	...	297	283	...	580	515	...	...
	Dehra Doon.	Dehra Doon, ...	16th May, 1864, ...	49	1	...	50	43	...	...
		Kalsi, ...	13th March, 1859, ...	25	...	...	25	25	...	...
		Majra, ...	25th August, 1864, ...	14	...	...	14	16	...	...
		Total, ...	...	88	1	...	89	84	...	...
	Bareilly.	Karore, ...	23rd February, 1854,	85	15	...	100	85	...	...
		Nawabgunj, ...	23rd April, 1850, ...	52	10	...	62	57	...	...
		Pilibheet, ...	15th July, 1851, ...	43	...	...	43	38	...	...
		Jahanabad, ...	2nd ditto, 1850, ...	42	10	...	52	55	...	...
		Darow, ...	11th November, 1861,	16	34	...	50	37	...	...
		Beesulpore, ...	1st September, 1850,	73	10	...	83	59	...	...
		Fareedpore, ...	23rd April, „ ...	69	27	...	96	95	...	...
		Aonlah, ...	21st June, „ ...	70	22	...	92	85	...	...
		Shahi, ...	23rd April, „ ...	41	2	...	43	36	...	...
		Total, ...	...	491	130	...	621	547	...	...

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS).

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fee.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
PUBLIC INSTRUCTION, N. W. P.									
24	76	...	306	...	1 and 2 annas.	227 6 0	...	...	188 2 0
30	46	...	104	...	"	248 5 7	...	...	99 0 0
47	108	...	141	...	"	263 0 0	...	...	146 3 1
...	18	...	68	...	"	166 8 0	...	...	2 8 0
3	22	...	55	...	"	189 4 10	...	...	1 8 0
...	9	...	62	...	"	182 10 4	...	...	7 11 1
1	12	...	107	...	"	172 11 8	...	...	17 8 0
...	50	...	40	...	"	143 2 2	...	...	58 1 9
105	341	...	883	...	"	1,593 0 7	...	...	520 9 11
42	147	...	78	...	1 and 2 annas.	355 4 5	...	93 4 5	...
9	85	...	81	...	"	442 2 11	...	108 2 11	...
25	136	...	46	...	"	313 8 0	...	69 8 0	...
...	75	...	198	...	"	507 11 1	...	159 11 1	...
76	443	...	403	...	"	1,618 10 8	...	430 10 5	...
40	163	...	57	...	1 and 2 annas.	202 7 10	...	...	282 0 8
6	50	...	29	...	"	166 7 10	...	...	70 9 7
18	30	...	28	...	"	166 7 10	...	...	63 0 6
...	34	...	29	...	"	118 7 10	...	...	60 0 0
...	44	...	10	...	"	142 7 10	...	...	...
10	83	...	4	...	"	118 7 10	...	...	115 0 0
74	404	...	157	...	"	914 15 0	...	...	590 10 9
26	53	...	...	...	1 and 2 annas.	187 10 1	...	41 0 0	...
63	79	...	48	...	"	242 9 0	...	68 10 0	...
65	79	...	104	...	"	287 4 10	...	62 13 10	...
64	145	...	....	...	"	235 4 0	...	72 4 0	...
32	69	...	...	...	"	199 8 0	...	62 8 0	...
220	425	...	152	...	"	1,152 3 11	...	307 3 10	...
50	155	...	...	...	1 and 2 annas.	231 1 6	...	81 12 0	...
20	60	...	35	...	"	193 5 0	...	42 0 0	...
20	42	...	20	...	"	175 5 5	...	28 4 11	...
50	85	...	...	...	"	301 0 0	...	36 0 0	...
50	85	...	...	...	"	150 8 0	...	30 0 0	...
45	98	...	...	...	"	190 0 0	...	42 0 0	...
235	525	...	55	...	"	1,241 3 11	...	260 0 11	...
...	50	...	15	...	1 and 2 annas.	156 0 0	...	...	...
...	...	...	25	5	"	138 8 6	...	...	...
...	...	...	14	...	"	139 14 2	...	...	...
...	50	...	54	5	"	434 6 8	...	...	...
...	45	...	66	...	1 to 2 annas.	337 2 10	...	...	...
...	27	...	35	...	"	185 4 10	...	...	...
...	...	...	43	...	"	198 10 4	...	...	..
5	52	...	...	...	"	214 6 9	...	...	..
0	43	...	7	...	"	140 14 8	...	...	...
6	77	...	6	...	"	218 10 8	...	...	...
7	89	...	7	...	"	227 10 1	...	...	...
34	84	...	9	...	"	190 2 5	...	...	...
...	43	...	...	...	"	225 6 2	98 0 0	...	...
52	460	...	172	...	"	1,938 4 9	98 0 0	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2A.	3.	15.	16.	17.	18.
							1ST CIRCLE, DEPARTMENT
				Rs. As. P.			Rs. As P.
Tuhsili Schools.	Allygurh.	Hathrass,	6th May, 1850,	346 7 0	...	...	761 15 0
		Atrowli,	15th April, „	189 15 0	...	...	537 4 7
		Coel,	10th February, 1862,	277 3 0	...	...	686 6 1
		Tuppul,	10th May, 1850,	88 7 0	...	...	257 7 0
		Khyr,	Ditto ditto,	64 15 0	...	...	255 11 10
		Bijygurh,	1st May, 1860,	75 6 0	...	...	265 11 5
		Beswan,	1st January, 1859,	130 10 0	...	...	320 13 8
		Secundra Rao,	27th April, 1850,	88 15 0	...	...	289 2 11
		Total,	...	260 14 0	...	...	3,374 8 6
	Boolundshuhur.	Secundrabad,	24th April, 1856,	196 5 0	...	...	644 13 10
		Boolundshuhur,	12th July, „	161 1 0	...	...	711 6 10
		Debaee,	19th April, „	148 6 0	...	...	531 6 0
		Khurja,	19th May, „	287 1 0	...	...	954 7 2
		Total,	...	792 13 0	...	...	2,842 1 10
	Meerut.	Meerut,	8th May, 1855,	262 10 0	...	...	747 2 6
		Sirdhana,	24th October, 1855,	75 14 0	...	...	312 14 5
		Buroth,	21st ditto,	54 12 0	...	...	284 4 4
		Morad Nuggur,	29th ditto,	69 15 0	...	...	248 6 10
		Shahderah,	1st May, 1859,	47 9 0	...	...	190 0 10
		Haupur,	24th October, 1855,	87 12 0	...	...	321 3 10
		Total,	...	598 7 0	...	...	2,104 0 9
	Mozuffurnuggur.	Mozuffurnuggur,	4th April, 1858,	54 11 0	...	...	283 5 1
		Khatowli,	1st ditto,	93 5 0	...	...	404 8 0
		Shamli,	17th January, 1858,	89 14 0	...	...	440 0 8
		Thanah Bhowan,	22nd ditto,	76 7 0	...	...	383 15 0
		Poor,	28th ditto,	72 9 0	...	...	334 9 0
		Total,	...	386 14 0	...	...	1,846 5 9
	Seharunpore.	Seharunpore,	18th January, 1852,	134 15 0	...	...	447 12 6
		Jwalapore,	1st December, 1854,	116 7 0	...	...	351 12 0
		Munglour,	14th March, 1856,	67 5 0	...	...	270 15 4
		Deobund,	11th October, 1851,	78 7 0	...	...	415 7 0
		Gungoh,	23rd December, 1854,	74 8 0	...	...	255 0 0
		Ambaitha,	Ditto ditto,	124 2 0	...	...	356 2 0
		Total,	...	595 12 0	...	...	2,097 0 10
	Dehra Doon.	Dehra Doon,	16th May, 1864,	68 10 0	...	...	224 10 0
		Kalsi,	13th March, 1859,	38 10 0	...	...	177 2 6
		Majra,	25th August, 1864,	27 6 0	...	...	167 4 2
		Total,	...	134 10 0	...	...	569 0 8
	Bareilly.	Karore,	23rd February, 1854,	152 13 0	...	...	489 15 10
		Nawabgunj,	23rd April, 1850,	57 14 0	...	...	243 2 10
		Pillibheet,	15th July, 1851,	32 14 0	...	...	231 8 4
		Jahanabad,	2nd ditto, 1850,	62 9 0	...	...	276 15 9
		Darow,	11th November, 1861,	46 10 0	...	...	187 8 8
		Beesulpore,	1st September, 1850,	81 7 0	...	...	300 1 8
		Fareedpore,	23rd April, „	79 2 0	...	...	306 12 1
		Aonlah,	21st June, „	76 1 0	...	...	266 3 5
		Shahi,	23rd April, „	43 0 0	...	...	366 6 2
		Total,	...	632 6 0	...	...	2,668 10 9

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
378 10 0	383 5 0	761 15 0	...	...	2 7 4	0 11 9	
336 0 0	201 4 7	537 4 7	...	...	3 1 1	1 6 8	
431 11 1	254 11 0	686 6 1	...	...	4 5 11	1 10 10	
101 0 0	156 7 0	257 7 0	...	...	3 10 10	2 6 1	
176 0 0	79 11 10	255 11 10	...	...	4 6 7	3 4 3	
166 3 1	99 8 4	265 11 5	...	...	4 6 10	3 0 8	
166 0 0	154 13 8	320 13 8	...	...	3 2 10	1 11 4	
159 9 6	129 9 5	289 2 11	...	...	3 6 5	1 10 11	
1,915 1 8	1,459 6 10	3,374 8 6	...	...	3 8 2	1 9 1	
411 8 10	233 5 0	644 13 10	...	...	3 4 11	1 13 2	
501 5 10	210 1 0	711 6 10	...	...	4 12 10	2 15 10	
349 0 0	182 6 0	531 6 0	...	...	3 3 10	1 14 7	
628 6 2	326 1 0	954 7 2	...	...	3 10 6	1 15 1	
1,890 4 10	951 13 0	2,842 1 10	...	...	3 11 3	2 1 9	
462 0 8	285 1 10	747 2 6	...	...	2 3 3	0 13 7	
214 9 7	98 4 10	312 14 5	...	...	5 3 5	2 12 5	
207 0 6	77 3 10	284 4 4	...	...	3 14 10	2 4 6	
156 0 0	92 6 10	248 6 10	...	...	4 8 3	2 2 6	
120 0 0	70 0 10	190 0 10	...	...	4 10 2	3 7 7	
211 0 0	110 3 10	321 3 10	...	...	4 5 5	1 9 7	
1,370 10 9	733 6 0	2,104 0 9	...	...	3 14 3	1 11 11	
216 2 1	67 3 0	283 5 1	...	...	3 10 8	2 14 11	
259 14 4	149 9 8	404 8 0	...	...	3 11 11	1 9 9	
289 11 8	150 5 0	440 0 8	...	...	2 14 8	1 7 9	
264 0 0	119 15 0	383 15 0	...	...	3 1 6	1 6 0	
225 0 0	109 9 0	334 9 0	...	...	5 3 8	2 2 3	
1,249 12 1	596 9 8	1,846 5 9	...	...	3 11 5	1 11 2	
282 8 0	165 4 6	447 12 6	...	...	3 10 3	1 3 5	
204 0 0	147 12 0	351 12 0	...	...	4 1 5	1 12 2	
176 9 10	94 5 6	270 15 4	...	...	5 8 6	3 0 0	
312 0 0	103 7 0	415 7 0	...	...	5 1 1	3 4 4	
156 0 0	99 0 0	255 0 0	...	...	3 3 8	1 8 5	
204 0 0	152 2 0	356 2 0	...	...	3 10 9	1 8 5	
1,335 1 10	761 15 0	2,097 0 10	...	...	4 1 2	1 14 6	
96 0 0	128 10 0	224 10 0	...	...	5 3 7	0 10 1	
94 10 4	82 8 2	177 2 6	...	...	7 1 5	5 8 8	
96 0 0	71 4 2	167 4 2	...	...	10 7 3	8 11 10	
286 10 4	282 6 4	569 0 8	...	...	6 12 5	5 2 9	
314 4 1	175 11 9	489 15 10	...	...	5 12 3	3 15 6	
161 4 1	81 14 9	243 2 10	...	...	4 4 3	3 4 0	
180 0 0	51 8 4	231 8 4	...	...	6 1 6	5 3 8	
162 4 1	114 11 8	276 15 9	...	...	5 0 7	3 14 4	
120 0 0	67 8 8	187 8 8	...	...	5 1 1	3 12 11	
162 4 1	137 13 7	300 1 8	...	...	5 1 5	3 11 4	
160 0 0	46 12 1	306 12 1	...	...	3 3 8	2 6 4	
162 4 1	103 15 4	266 3 5	...	...	3 2 1	2 3 9	
218 0 0	148 6 2	366 6 2	...	...	10 2 1	6 4 2	
1,640 4 5	1,028 6 4	2,668 10 9	...	...	4 14 1	3 8 8	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							1st CIRCLE, DEPARTMENT			
Tuhsili Schools.	Bijnour.	Bijnour, ...	11th November, 1856,	52	18	...	70	78	...	...
		Nagina, ...	17th Ditto, „	45	25	...	70	72	...	...
		Chandpore, ...	24th Ditto, „	26	58	...	84	72	...	...
		Najibabad, ...	25th December, „	19	16	...	35	42	...	...
		Nehtore, ...	18th November, „	16	67	...	83	83	...	...
		Total, ...	... ...	158	184	...	342	347	...	...
	Budaon.	Budaon, ...	16th January, 1857,	51	144	...	195	173	...	...
		Datagunj, ...	1st Ditto, 1856,	53	9	...	62	53	...	...
		Sahswan, ...	13th July, 1858, ...	29	86	...	115	106	...	...
		Bissowli, ...	1st Ditto, „ ...	21	17	...	38	40	...	...
		Gunour, ...	1st January, 1857, ...	12	63	...	75	55	...	...
		Total, ...	... ...	166	319	...	485	427	...	...
	Moradabad.	Moradabad, ...	17th October, 1853,	74	136	...	210	188	...	...
		Thakur Dwara, ...	1st November, 1856,	62	18	...	80	67	...	...
		Kashipore, ...	24th October, 1855,	113	7	...	120	92	...	...
		Sambhul, ...	8th Ditto, „	135	80	...	215	202	...	...
		Chandowsi, ...	15th Ditto, „	53	10	...	63	66	...	...
		Amroha, ...	25th Ditto, „	16	126	...	142	111	...	...
		Hussainpore, ...	19th January, 1855,	38	19	...	57	52	...	...
		Total, ...	... ...	491	396	...	887	778	...	...
	Shahjehanpore.	Shahjehanpore, ...	8th May, 1850, ...	49	177	...	226	214	...	...
		Jullalabad, ...	Ditto, ...	44	15	...	59	52	...	...
		Tilhur, ...	Ditto, ...	57	46	...	103	94	...	...
		Powayan, ...	Ditto, ...	53	18	...	71	62	...	...
		Khotar, ...	Ditto, ...	55	...	...	55	54	...	...
		Total, ...	... ...	258	256	...	514	476	...	...
		Grand Total, ...	... ...	4,358	2,327	4	6,689	5,996	...	...
							2nd CIRCLE, DEPARTMENT			
	Agra.	Tajgunj, ...	1st April, 1850, ...	69	26	...	95	83·69	...	...
		Eradutnuggur, ...	Ditto, ...	42	3	...	45	60·89	...	...
		Futtehabad, ...	Ditto, ...	57	13	...	70	66·86	...	...
		Etmadpore, ...	Ditto, ...	70	...	...	70	68·04	...	...
		Ferozabad, ...	Ditto, ...	148	14	...	162	156·61	...	...
		Bah, ...	Ditto, ...	64	1	...	65	64·73	...	...
		Kheragurh, ...	Ditto, ...	44	4	...	48	39·48	...	...
		Futtehpore Sicri, ...	Ditto, ...	...	...	...	...	...	...	...
		Furreh, ...	Ditto, ...	52	14	...	66	58·43	...	...
		Total, ...	... ...	546	75	...	621	598·73	...	...
	Cawnpore.	Cawnpore, ...	Different dates.	54	34	...	88	71·75	...	...
		Nurwul, ...		72	2	...	74	64·03	...	...
		Ghatumpore, ...		45	6	...	51	47·62	...	...
		Bilhour, ...		69	6	...	75	63·91	...	...
		Sheoli, ...		53	2	...	55	57·61	...	...
		Bithoor, ...		49	4	...	53	51·92	...	...
		Russoolabad, ...		48	9	...	57	57·23	...	...
		Ukburpore, ...		115	6	...	121	118·03	...	...
		Pokhrayan, ...		56	1	...	57	53·49	...	...
		Khanpore, ...		101	3	...	104	96·88	...	...
		Deyrapore, ...		51	25	...	76	77·83	...	...
		Total, ...		713	98	...	811	760·32	...	...

DIX F.

General Education, for the year 1864-65.

LOWER CLASS, (TUHSILI SCHOOLS)—*(Continued.)*

Pupils studying in each language at the close of the year.					Monthly rate of schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*									
						Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As P.
60	70	...	...	...	1 to 2 annas.	455 15 3	...	...	...
32	70	...	...	...	"	312 0 10	...	...	...
65	84	...	...	...	"	231 0 5	...	...	...
26	35	...	...	...	"	194 15 0	...	...	...
83	83	...	...	...	"	247 14 4	...	...	...
266	342	...	...	...	"	1,441 13 10	...	...	...
...	195	...	...	...	1 to 2 annas.	207 9 11	...	...	163 4 5
...	20	...	48	...	"	179 15 6	...	...	8 7 2
...	115	...	...	...	"	183 0 4	...	...	78 6 4
...	35	...	3	...	"	124 2 9	...	...	62 11 9
...	75	...	...	...	"	132 8 4	...	...	45 12 3
...	440	...	51	...	"	827 4 10	...	...	358 9 11
12	186	...	24	...	1 to 2 annas.	226 12 6	...	...	303 0 0
12	56	...	14	...	"	207 4 11	...	...	14 13 5
...	21	...	99	...	"	158 10 5	...	...	...
5	156	...	59	...	"	144 14 11	...	...	310 7 9
9	31	...	32	...	"	151 7 1	...	...	64 0 0
11	142	...	...	...	"	168 4 0	...	...	111 13 5
1	41	...	16	...	"	157 9 2	...	...	25 0 0
50	633	...	244	...	"	1,214 15 0	...	...	829 2 7
...	226	...	30	...	1 to 2 annas.	220 8 9	...	...	280 9 5
...	59	...	16	...	"	157 6 6	...	...	48 0 0
...	60	...	46	...	"	183 6 0	...	...	83 0 0
...	45	...	26	...	"	125 6 0	...	...	57 0 0
...	15	...	40	...	"	170 13 9	...	...	60 0 0
...	405	...	158	...	"	857 9 0	...	...	528 9 5
1,078	4,468	...	2,329	5	"	13,234 7 11	98 0 0	997 15 2	2,827 10 7
PUBLIC INSTRUCTION, N. W. P.									
14	42	...	95	...	1 to 2 annas.	286 12 6	...	...	62 3 10
..	12	...	33	...	"	127 11 7	...	...	52 8 0
14	24	...	60	...	"	195 1 6	...	...	57 0 0
10	27	...	70	...	"	139 15 9	...	...	61 11 4
18	37	...	162	...	"	271 5 0	...	...	72 12 0
4	12	...	65	...	"	139 9 9	...	...	55 9 3
2	9	...	46	...	"	192 2 1	...	...	60 6 1
...	...	...	...	...	"	...	...	...	...
14	30	...	66	...	"	141 5 0	...	...	54 11 10
83	193	...	597	...	"	1,493 15 2	...	..	476 14 4
20	73	...	23	...	1 to 2 annas.	137 0 9	...	...	48 0 0
2	22	...	50	...	"	137 10 6	...	...	48 0 0
7	18	...	44	...	"	108 3 0	..	...	48 0 0
9	35	...	45	...	"	145 5 9	...	...	48 0 0
3	9	...	54	...	"	135 14 6	...	...	41 11 9
4	8	...	48	...	"	166 5 6	...	...	48 0 0
4	9	...	53	...	"	170 12 6	...	...	47 0 0
9	71	...	112	...	"	232 10 9	...	...	48 0 0
...	6	...	57	...	"	206 9 11	...	...	1 4 8
3	48	...	104	...	"	115 9 6	...	...	18 11 4
10	60	...	50	...	"	191 15 9	...	...	48 0 0
71	359	...	640	...	"	1,748 2 5	...	...	444 11 9

APPEN

* TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sales of Books.	Other sources.	Total.
1.	2.	2*a*.	3.	15.	16.	17.	18.
							1st CIRCLE, DEPARTMENT
				Rs. As. P.		Rs. As. P.	Rs. As. P.
Tuhsili Schools.	Bijnour.	Bijnour, ...	11th Novr., 1856,...	97 2 0	...	...	553 1 3
		Nagina, ...	17th Ditto, „ ...	108 4 0	...	...	420 4 10
		Chandpore, ...	24th Ditto, „ ...	103 4 0	...	...	329 7 5
		Najibabad, ...	25th Decr., „ ...	98 7 0	...	...	270 1 0
		Nehtore, ...	18th Novr., „ ...	75 2 0	...	...	351 2 4
		Total, ...	...	482 3 0	...	...	1,924 0 0
	Budaon.	Budaon, ...	16th January, 1857,	154 10 0	...	...	525 8 4
		Datagunj, ...	1st Ditto, 1856, ...	39 13 0	...	...	228 3 8
		Sahswan, ...	13th July, 1858, ...	87 10 0	...	...	349 0 8
		Bissowli, ...	1st Ditto, „ ...	25 1 0	...	...	211 15 6
		Gunour, ...	1st January, 1857,	15 2 0	...	...	193 6 7
		Total, ...	...	322 4 0	...	...	1,508 2 9
	Moradabad.	Moradabad, ...	17th October, 1853,	176 8 0	...	...	706 4 6
		Thakur Dwara, ...	1st Novr., 1856, ...	91 7 0	...	...	313 9 4
		Kashipore, ...	24th October, 1855,	106 9 0	...	...	265 3 5
		Sambhul, ...	8th Ditto, „ ...	168 12 0	...	...	624 2 8
		Chandowsi, ...	15th Ditto, „ ...	77 3 0	...	...	292 10 1
		Amroha, ...	25th Ditto, „ ...	123 1 0	...	...	403 2 5
		Husseinpore, ...	19th January, „ ...	47 7 0	...	...	230 0 2
		Total, ...	...	790 15 0	...	...	2,835 0 7
	Shahjehanpore.	Shahjehanpore, ...	8th May, 1850, ...	84 15 0	...	...	586 1 2
		Jullalabad, ...	Ditto, ...	49 0 0	...	...	254 6 6
		Tilhur, ...	Ditto, ...	127 9 0	...	...	393 15 0
		Powayan, ...	Ditto, ...	43 3 0	...	...	225 9 0
		Khotar, ...	Ditto, ...	35 11 0	...	...	266 8 9
		Total, ...	...	340 6 0	...	...	1,726 8 5
		Grand Total, ...	...	6,337 8 0	...	...	23,495 9 8
							2nd CIRCLE, DEPARTMENT
	Agra.	Tajgunj, ...	1st April, 1850, ...	96 0 0	...	...	445 0 4
		Eradutnuggar, ...	Ditto, ...	54 6 0	...	...	234 9 7
		Futtehabad, ..	Ditto, ...	54 8 0	...	...	306 9 6
		Etmadpore, ...	Ditto, ...	51 12 0	...	...	253 7 1
		Ferozabad, ...	Ditto, ...	109 8 0	...	...	453 9 0
		Bah, ...	Ditto, ...	40 9 0	...	...	235 12 0
		Kheragurh, ...	Ditto, ..	38 2 0	...	...	290 10 2
		Futtehpore Sicri, ...	Ditto, ...	...	...	...	...
		Furreh, ...	Ditto, ...	31 15 0	...	...	227 15 10
		Total, ...	...	476 12 0	...	...	2,447 9 6
	Cawnpore.	Cawnpore, ...	Different dates.	79 6 0	...	...	264 6 9
		Nurwul, ...		56 14 0	...	...	242 8 6
		Ghatumpore, ...		38 13 0	...	...	195 0 0
		Bilhour, ...		63 0 0	...	5 0 0	261 5 9
		Sheoli, ...		57 10 0	...	4 0 0	239 4 3
		Bithoor, ...		58 11 0	...	...	273 0 6
		Russoolabad, ...		53 5 0	...	...	271 1 6
		Ukburpore, ...		157 7 0	...	31 8 0	469 9 9
		Pokhrayan, ...		41 3 0	...	6 8 0	255 9 7
		Khanpore, ...		51 8 0	...	16 0 0	201 12 10
		Deyrapore, ...		55 3 0	...	13 0 0	308 2 9
		Total, ...	...	713 0 0	...	76 0 0	2,981 14 2

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Continued*).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each pupil		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
326 2 6	226 14 9	553 1 0	...	...	7 1 5	5 13 6	
282 4 1	138 0 9	420 4 10	...	...	5 13 5	4 5 4	
183 2 8	146 4 9	329 7 5	...	...	4 9 3	3 3 4	
173 2 3	96 14 9	270 1 0	...	...	6 6 11	4 10 3	
162 1 7	189 0 9	351 2 4	...	...	4 3 8	2 15 9	
1,126 13 1	797 3 9	1,924 0 7	...	...	5 8 9	4 2 6	
316 14 3	208 10 1	525 8 4	...	...	3 0 7	1 3 2	
153 0 0	75 3 8	228 3 8	...	...	4 4 11	3 6 4	
220 11 2	128 5 6	349 0 8	...	...	3 4 8	1 11 7	
154 4 7	57 10 11	211 15 6	...	...	5 4 9	3 1 8	
137 2 3	56 4 4	193 6 7	...	...	3 8 3	2 6 7	
982 0 3	526 2 6	1,508 2 9	...	...	3 8 7	1 15 0	
484 5 8	221 14 10	706 4 6	...	...	3 12 1	1 3 4	
192 4 8	121 4 8	313 9 4	...	...	4 10 4	3 1 6	
134 0 0	131 3 5	265 3 5	...	...	2 14 1	1 11 7	
420 7 9	203 10 11	624 2 8	...	...	3 1 5	0 11 6	
184 0 0	108 10 1	292 10 1	...	...	4 6 11	2 4 9	
245 8 3	157 10 2	403 2 5	...	...	3 10 1	1 8 2	
156 0 0	74 0 2	230 0 2	...	...	4 6 9	1 6 6	
1,816 10 4	1,018 6 3	2,835 0 7	...	...	3 10 4	1 9 0	
460 9 5	125 7 9	586 1 2	...	...	2 11 10	1 0 6	
168 0 0	86 6 6	254 6 6	...	...	4 14 3	3 0 5	
227 0 0	166 15 0	393 15 0	...	...	4 3 1	1 15 3	
160 0 0	65 9 0	225 9 0	...	...	3 10 3	2 0 4	
200 1 9	66 7 0	266 8 9	...	...	4 15 0	3 2 8	
1,215 11 2	510 13 3	1,726 8 5	...	...	3 10 0	1 12 10	
14,829 0 9	8,666 8 11	23,495 9 8	...	...	4 9 9	2 9 7	
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
306 3 10	138 12 6	445 0 4	...	...	5 5 1	3 6 8	
164 9 7	70 0 0	234 9 7	...	...	3 13 8	2 1 9	
227 0 0	79 9 6	306 9 6	...	...	4 9 4	2 14 8	
162 0 0	91 9 6	253 7 1	...	...	3 11 7	2 0 11	
288 0 0	165 9 0	453 9 0	...	...	2 14 4	1 11 8	
162 14 0	72 14 0	235 12 0	...	...	3 10 3	2 2 6	
223 14 11	66 11 3	290 10 2	...	...	7 5 9	4 13 10	
...	...	...	...	...	...	...	
167 11 10	60 4 0	227 15 10	...	...	3 14 5	2 6 8	
1,702 6 2	745 3 4	2,447 9 6	...	...	4 1 5	2 7 11	
109 8 9	154 14 0	264 6 9	...	...	3 10 11	1 14 7	
120 0 0	122 8 6	242 8 6	...	...	3 11 1	2 2 6	
96 0 0	99 0 0	195 0 0	...	...	4 1 6	2 4 4	
104 0 0	157 5 9	261 5 9	...	...	4 1 5	2 4 5	
120 0 0	119 4 3	239 4 3	...	...	4 2 5	2 5 11	
96 0 0	177 0 6	273 0 6	...	...	5 4 2	3 3 3	
165 0 0	106 1 6	271 1 6	...	...	4 11 9	2 15 9	
144 0 0	325 9 9	469 9 9	...	...	3 15 10	1 15 6	
202 12 5	52 13 2	255 9 7	...	...	2 12 5	3 11 1	
96 0 0	105 12 10	201 12 10	...	...	2 1 4	1 3 1	
180 0 0	128 2 9	308 2 6	...	...	3 15 4	2 7 6	
1,433 5 2	1,548 9 0	2,981 14 2	...	...	3 14 9	2 4 9	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							2ND CIRCLE, DEPARTMENT			
Tuhsili Schools.	Etah.	Etah, ...	Different dates.	99	8	...	107	99·77	...	...
		Allygunj, ...		74	25	...	99	89·16	...	...
		Puttyalee, ...		69	22	...	91	85·75	...	...
		Kassgunj, ...		30	13	...	43	53·89	...	...
		Total, ...	...	272	68	...	340	328·57	...	...
	Etawah.	Etawah, ...	18th April, 1850, ...	...	...	...	...	...	...	...
		Jaswuntnuggur, ...	Ditto, ...	70	1	...	71	73·88	...	...
		Luckna, ...	Ditto, ...	70	9	...	79	73·65	...	...
		Ramayan, ...	Ditto, ...	49	4	...	53	57·41	...	...
		Belah, ...	Ditto, ...	80	...	...	80	80·44	...	...
		Phuppoond, ...	Ditto, ...	126	5	...	131	109·16	29	...
		Ouryeea, ...	Ditto, ...	100	1	...	101	96·72	2	...
		Total, ...	...	495	20	...	515	491·26	31	...
	Furruckabad.	Furruckabad, ...	27th April, 1850, ...	141	15	...	156	111 56	76	...
		Chubramow, ...	Ditto, ...	132	7	...	139	147·25	71	...
		Tirwa, ...	Ditto, ...	90	4	...	94	81·31	14	...
		Sourikh, ...	Ditto, ...	59	11	...	70	64·43	...	...
		Seraee Meeran, ...	Ditto, ...	101	9	...	110	63·72	...	...
		Kaimgunj, ...	Ditto, ...	44	36	...	80	68·05	...	...
		Shumsabad, ...	Ditto, ...	87	8	...	95	68 78	49	...
		Total, ...	...	654	90	...	744	605·1	210	...
	Hameerpore.	Hameerpore, ...	Different dates.	39	21	...	60	58	...	...
		Somarepore, ...		44	2	...	46	44	...	...
		Jalalpore, ...		51	14	...	65	56	...	...
		Jeitpore, ...		55	9	...	64	66	...	...
		Modha, ...		28	15	...	43	48	...	...
		Mahoba, ...		40	15	...	55	55	...	...
		Soongra, ...		34	6	...	40	40	...	...
		Raat, ...		32	21	...	53	54	...	...
		Total, ...	...	323	103	...	426	421	...	...
	Jaloun.	Calpi, ...	Different dates.	53	4	...	57	52·59	...	...
		Juggummunpore, ...		37	3	...	40	38·55	...	...
		Jaloun, ...		73	7	...	80	66·91	...	...
		Oraie, ...		22	8	...	30	28·54	...	...
		Konch, ...		47	3	...	50	50·29	...	...
		Total, ..	...	232	25	...	257	239·88	...	...
	Jhansie.	Burwa Sagor, ...	Different dates.	55	...	...	55	67	...	...
		Bhundare, ...		39	6	...	45	61	...	...
		Mote, ...		54	1	...	55	62	...	...
		Chirgaon, ..		41	3	...	44	47	...	...
		Eruch, ...		61	18	...	79	83	...	...
		Mow, ...		68	...	...	68	73	...	...
		Rampore, ...		61	3	...	64	57	...	...
		Purwaha, ...		34	4	...	38	35	...	...
		Total, ...	...	413	35	...	448	485	...	...
	Lullutpore.	Lullutpore, ...	Different dates.	104	5	...	109	93	47	...
		Tal Behut, ...		43	...	...	43	52	...	...
		Mahronee, ...		44	2	...	46	46	...	...
		Marawana, ...		44	1	...	45	42	...	...
		Total, ...	...	235	8	...	243	233	47	...

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS).—*(Continued.)*

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hinaee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Contd.)*									
						Rs. As. P.		Rs. As. P.	Rs. As. P.
...	32	...	89	...	1 and 2 annas.	331 13 5	...	...	...
...	52	...	67	...	"	156 11 3	...	...	...
...	61	...	41	...	"	154 9 9	...	...	...
...	24	...	25	...	"	155 8 5	...	...	...
...	169	...	222	...	"	798 10 10	...	...	...
...	...	...	...	...	1 and 2 annas.	120 0 0	...	...	44 0 0
...	5	...	69	...	"	143 8 3	...	...	48 0 0
8	18	...	70	...	"	166 6 6	...	...	48 14 11
3	5	...	49	...	"	141 9 6	...	...	50 0 0
...	7	...	79	...	"	140 10 0	...	...	96 13 10
35	5	...	96	...	"	173 7 9	...	...	96 0 0
2	7	...	101	...	"	138 6 0	...	...	47 11 10
48	47	...	464	...	"	1,024 0 0	...	...	431 8 7
25	40	...	56	...	Various rates.	249 15 6	...	...	...
10	10	...	48	...	"	135 5 3	...	...	...
4	4	...	94	...	"	151 12 2	...	...	...
.	6	...	65	...	"	164 12 4	...	...	...
...	22	...	96	...	"	183 3 6	...	...	...
...	61	...	34	...	"	164 15 6	...	...	...
...	45	...	68	...	"	138 3 6	...	...	...
39	188	...	461	...	"	1,188 3 9	...	...	...
...	27	...	33	...	1 and 2 annas.	207 6 3	...	...	...
...	4	...	46	...	"	144 12 0	...	...	...
...	15	...	55	...	"	117 4 6	...	...	...
...	...	...	64	...	"	116 9 3	...	...	...
...	7	...	43	...	"	177 13 4	...	...	...
...	21	...	44	...	"	152 12 9	..	...	...
...	10	...	35	...	"	134 2 1	...	...	...
...	21	...	42	...	"	122 9 6	...	...	...
...	105	...	362	...	"	1,173 5 8	...	...	...
...	19	...	50	...	1 and 2 annas.	129 2 0	...	...	50 0 0
...	...	...	40	...	"	109 8 4	...	...	64 0 0
...	4	...	76	...	"	126 2 4	...	...	50 10 8
...	30	...	...	...	"	126 14 6	...	...	...
...	3	...	47	...	"	107 10 3	...	...	48 0 0
...	56	...	213	...	"	599 5 5	...	...	212 10 8
...	...	...	55	...	1 and 2 annas.	106 6 2	...	48 0 0	...
2	8	...	43	...	"	125 13 6	...	59 0 0	...
...	15	...	55	...	"	158 14 6	...	59 0 0	...
...	4	...	40	...	"	97 4 0	...	...	...
...	20	...	79	...	"	126 0 0	...	48 0 0	...
...	10	...	65	...	"	169 15 6	...	39 13 9	...
...	...	...	64	...	"	200 3 0	...	23 12 9	...
...	5	...	35	...	"	98 9 0	...	...	...
2	62	...	436	...	"	1,083 1 8	...	277 10 6	...
8	39	...	101	...	1 and 2 annas.	138 3 4	...	...	...
..	8	...	40	...	"	121 12 0	...	...	...
...	20	...	46	...	"	132 7 9	...	...	...
...	7	...	45	...	"	124 11 6	...	...	...
8	74	...	232	...	"	517 2 7	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					2ND CIRCLE, DEPARTMENT		
				Rs. As. P.			Rs. As. P.
Tuhsili Schools.	Etah.	Etah, ...	Different dates.	86 3 0	...	...	418 0 5
		Allygunj, ...		43 5 0	...	...	200 0 3
		Puttyalee, ...		29 3 0	...	...	183 12 9
		Kassgunj, ...		32 13 0	...	...	188 5 5
		Total, ...	...	191 8 0	...	...	990 2 10
	Etawah.	Etawah, ...	18th April, 1850, ...	...	...	...	164 0 0
		Jaswuntnuggur, ...	Ditto, ...	48 5 0	...	...	239 13 3
		Luckna, ...	Ditto, ...	80 11 0	...	...	296 0 5
		Ramayan, ...	Ditto, ...	51 11 0	...	...	243 4 6
		Belah, ...	Ditto, ...	92 11 0	...	...	330 2 10
		Phuppoond, ...	Ditto, ...	76 1 0	...	...	345 8 9
		Ouryeea, ...	Ditto, ...	59 1 0	...	...	245 2 10
		Total, ...	...	408 8 0	...	...	1,864 0 7
	Furruckabad.	Furruckabad, ...	27th April. 1850, ...	112 0 0	...	...	361 15 6
		Chubramow, ...	Ditto, ...	141 10 0	...	...	276 15 3
		Tirwa, ...	Ditto, ...	109 0 3	...	...	260 12 5
		Sourikh, ...	Ditto, ...	75 9 0	...	...	239 5 4
		Seraee Meeran, ...	Ditto, ...	125 1 0	...	...	308 4 6
		Kaimgunj, ...	Ditto, ...	66 3 0	...	...	231 2 6
		Shumsabad, ...	Ditto, ...	98 7 0	...	...	236 10 6
		Total, ...	...	726 14 3	...	...	1,915 2 0
	Hameerpore.	Hameerpore, ...	Different dates.	63 11 0	...	42 0 0	313 1 3
		Somarepore, ...		61 13 0	...	83 0 0	289 9 0
		Jalalpore, ..		74 11 0	...	300 0 0	491 15 6
		Jeitpore, ...		66 9 0	...	103 14 8	287 0 3
		Modha, ...		61 12 0	...	...	239 9 4
		Mahoba, ...		48 12 0	...	500 0 0	701 8 9
		Soongra, ...		46 4 0	...	132 5 0	312 11 1
		Raat, ...		53 8 0	...	407 0 0	583 1 6
		Total, ...	...	477 0 0	...	1,568 3 0	3,218 8 8
	Jaloun.	Calpi, ...	Different dates.	57 9 0	...	...	236 11 0
		Juggunmunpore, ...		67 6 0	...	...	240 14 4
		Jaloun, ...		93 1 0	...	...	269 14 0
		Oraie, ...		47 13 0	...	...	174 11 6
		Konch, ...		94 10 0	...	...	250 4 3
		Total, ...	...	360 7 0	...	...	1,172 7 1
	Jhansie.	Burwa Sagor, ...	Different dates.	51 4 0	...	...	205 10 2
		Bhundare, ...		40 2 0	...	...	224 15 6
		Mote, ...		25 3 0	...	...	243 1 6
		Chirgaon, ...		17 12 0	...	...	115 0 0
		Eruch, ...		55 12 0	...	...	239 12 0
		Mow, ...		56 13 0	...	...	266 10 3
		Rampore, ...		58 9 0	...	...	282 8 9
		Purwaha, ...		24 14 0	...	...	123 7 0
		Total, ...	...	330 5 0	...	...	1,691 1 2
	Lullutpore.	Lullutpore, ...	Different dates.	86 14 0	...	...	225 1 4
		Tal Behut, ...		63 6 0	...	...	185 2 0
		Mahronee, ...		58 6 0	...	...	190 13 9
		Marawana, ...		40 3 0	...	...	164 14 6
		Total, ..	...	248 13 0	...	...	765 15 7

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
254 13 5	163 3 0	418 0 0	...	...	4 3 1	3 5 3	
144 0 0	56 0 3	200 0 0	...	...	2 3 11	1 12 0	
138 12 3	45 0 6	183 12 9	...	...	2 2 4	1 12 10	
142 5 8	45 15 9	188 5 5	...	...	3 8 0	2 14 2	
679 15 4	310 3 6	990 2 10	...	...	3 0 3	2 6 11	
120 0 0	44 0 0	164 0 0	...	...	...	...	
133 12 0	106 1 3	239 13 3	...	...	3 3 11	1 15 1	
144 0 0	152 0 5	296 0 5	...	...	4 0 4	2 4 2	
120 0 0	123 4 6	243 4 6	...	...	4 3 10	2 7 6	
120 0 0	210 2 10	330 2 10	...	...	4 1 8	1 11 9	
155 0 0	190 8 9	345 8 9	...	...	3 2 8	1 9 5	
120 0 0	125 2 10	245 2 10	...	...	2 8 9	1 6 11	
912 12 0	951 4 7	1,864 0 7	...	...	3 12 9	2 1 4	
184 0 0	177 15 6	361 15 6	...	...	3 3 11	2 3 10	
120 0 0	156 15 3	276 15 3	...	...	1 14 1	0 14 9	
144 15 2	115 13 3	260 12 5	...	...	3 3 4	1 13 10	
117 11 10	121 9 6	239 5 4	...	...	3 11 5	2 8 5	
144 0 0	164 4 6	308 4 6	...	...	4 13 5	2 14 0	
149 10 0	81 8 6	231 2 6	...	...	3 6 4	2 6 9	
119 14 0	116 12 6	236 10 6	...	...	3 6 10	2 0 2	
980 3 0	934 15 0	1,915 2 0	...	...	3 2 7	1 15 5	
148 0 0	123 1 3	271 1 3	42 0 0	...	4 10 10	3 9 3	
120 0 0	86 9 0	206 9 0	83 0 0	...	4 11 1	3 4 0	
96 0 0	95 15 6	191 15 6	300 0 0	...	3 6 10	2 1 6	
96 0 0	87 2 3	183 2 3	103 14 0	...	2 12 5	1 12 3	
140 3 1	99 6 3	239 9 4	...	...	4 15 10	3 11 3	
118 0 0	83 8 9	201 8 9	500 0 0	...	3 10 8	2 12 5	
117 10 7	62 11 6	180 6 1	132 5 0	...	4 8 2	3 5 8	
96 0 0	80 1 6	176 1 6	407 0 0	...	3 4 2	2 4 4	
931 13 8	718 8 0	1,650 5 8	1,568 3 0	...	3 14 9	2 12 7	
117 6 9	119 4 3	236 11 0	...	...	4 8 0	2 7 4	
103 11 4	137 3 0	240 14 4	...	...	6 4 0	2 13 4	
111 3 4	158 10 8	269 14 0	...	...	4 0 6	1 14 2	
120 0 0	54 11 6	174 11 6	...	...	6 1 11	4 7 2	
102 0 0	148 4 3	250 4 3	...	...	4 15 7	2 2 3	
554 5 5	618 1 8	1,172 7 1	...	...	4 15 2	2 8 5	
101 5 8	104 4 6	205 10 2	...	...	3 1 1	1 9 5	
118 0 0	106 15 6	224 15 6	...	...	3 11 0	2 1 0	
144 0 0	99 1 6	243 1 6	...	...	3 14 9	2 9 0	
95 0 0	20 0 0	115 0 0	...	...	2 7 2	2 1 1	
117 0 0	112 12 0	239 12 0	...	...	2 12 3	1 8 3	
166 0 0	100 10 3	266 10 3	...	...	3 10 5	2 5 3	
196 0 0	86 8 9	282 8 9	...	...	4 15 4	3 8 2	
96 0 0	27 7 0	123 7 0	...	...	3 8 5	2 13 1	
1,033 5 8	657 11 6	1,691 1 2	...	...	3 7 9	2 13 9	
119 6 10	105 10 6	225 1 4	...	...	2 6 9	1 7 9	
120 0 0	65 2 0	185 2 0	...	...	3 9 0	2 9 6	
120 0 0	70 13 9	190 13 9	...	...	4 2 5	2 14 1	
117 0 0	47 14 6	164 14 6	...	...	3 14 10	2 15 6	
476 6 10	289 8 9	765 15 7	...	...	3 4 7	2 3 6	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							2ND CIRCLE, DEPARTMENT			
Tuhsili Schools.	Muthra.	Muthra, ...	5th April, 1850, ...	107	3	...	110	101·22	...	...
		Areeng, ...	Ditto, ...	52	13	...	65	65·06	...	...
		Chhatta, ...	Ditto, ...	75	...	...	75	64·36	...	...
		Kosee, ...	Ditto, ...	85	20	...	105	100·98	...	...
		Maat, ...	Ditto, ...	52	4	...	56	58·15	...	...
		Raya, ...	Ditto, ...	95	2	...	97	98·20	...	...
		Mahabun, ...	Ditto, ...	82	3	...	85	88·69	...	...
		Sadabad, ...	Ditto, ...	91	3	...	94	95·99	...	...
		Jalaisur, ...	Ditto, ...	72	20	...	92	90·80	...	...
		Total, ...	... ...	711	68	...	789	763·45	...	...
	Mynpoory.	Mynpoory, ...	Different dates,	162	14	...	176	183·	66	...
		Karowli, ...		115	15	...	130	134·66	...	...
		Kurhul, ...		110	1	...	111	101·33	...	...
		Bhongaon, ...		101	8	...	109	107·29	14	...
		Phurhul, ...		101	...	...	101	94·75	...	...
		Shekoabad, ...		105	25	...	130	127·99	34	...
		Total, ...	... ...	694	63	...	757	749·02	114	...
		Grand Total, ...	... ...	5,288	653	...	5,941	5672·33	402	...
							3RD CIRCLE, DEPARTMENT			
	Allahabad.	Belapore, ...	Different dates,	44	6	...	50	34·39	...	...
		Bara Khas, ...		23	12	...	35	29·73	...	...
		Chail, ...		3	48	...	51	40·99	...	7
		Handia, ...		47	13	...	60	45·78	2	2
		Sirsa, ...		57	18	...	75	62·15	...	...
		Karari, ...		37	53	...	90	75·53	...	9
		Mow, ...		16	44	...	60	46·38	...	3
		Total, ...	... ...	227	194	...	421	334·95	2	21
	Azimgurh.	Juanpore, ...	Different dates,	7	34	...	41	26·41	...	4
		Dohrighat, ...		54	4	...	58	48·19	...	...
		Mehnajpore, ...		80	3	...	83	69·30	...	...
		Nizamabad, ...		48	20	...	68	53·31	4	...
		Mahul, ...		41	12	...	53	48·04	...	...
		Maharajgunj, ...		64	28	...	92	83·11	...	...
		Mownath Bhunjun,		60	20	...	80	61·64	...	...
		Chiriakote, ...		33	12	...	45	39·37	...	...
		Nagra, ...		50	23	...	73	60·39	...	...
		Total, ...	... ...	437	156	...	593	489·76	4	4
	Banda.	Bahera, ...	Different dates,	22	...	...	22	13·27	...	...
		Kalinjur, ...		84	...	...	84	63·38	...	...
		Mow, ...		24	...	...	24	24·14	...	...
		Kamasin, ...		42	6	...	48	29·28	...	...
		Sindhan, ...		51	...	...	51	30·53	...	...
		Tinduari, ...		56	7	...	63	36·41	...	...
		Sihonda, ...		22	14	...	36	30·89	...	...
		Tirahuan, ...		65	4	...	69	42·04	...	...
		Total, ...	... ...	366	31	...	397	269·94	...	...
	Bekares.	Ram Nuggur, ...	Different dates,	53	2	...	55	46·27	...	...
		Sakal Diha, ...		29	1	...	30	18·17	...	...
		Total, ...	...	82	3	...	85	64·44	...	...
	Futtehpore.	Sah, ...	Different dates,	62	3	...	65	48·47	...	...
		Hathgaon, ...		43	22	...	65	50·11	...	...
		Kishunpore, ...		54	5	...	59	54·48	...	...
		Sheorajpore, ...		54	5	...	59	39·32	15	...
		Khajwa, ...		129	2	...	131	92·21	...	...
		Total, ...	... ...	342	37	...	379	284·59	15	...

DIX F.

General Education, for the year 1864-65.

LOWER CLASS, (TUHSILI SCHOOLS)—*(Continued.)*

Pupils studying in each language at the close of the year.					Monthly rate of schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*									
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
4	40	...	75	...	1 to 2 annas.	315 10 3	...	...	...
7	30	...	65	...	"	135 11 9	...	...	...
...	...	...	75	...	"	134 13 9	...	...	...
8	32	...	72	...	"	248 3 3	...	...	...
5	8	...	51	...	"	143 6 3	...	...	...
15	21	...	93	...	"	174 3 3	...	...	...
16	10	...	83	...	"	139 9 9	...	...	...
32	23	...	86	...	"	217 2 6	...	...	...
38	38	...	66	...	"	212 13 11	...	...	...
125	202	...	666	...	"	1,722 4 8	...	...	...
38	59	...	76	...	1 to 2 annas.	86 3 6	...	...	...
...	32	...	112	...	"	128 12 0	...	...	...
...	27	...	109	...	"	205 0 3	...	...	...
12	42	...	82	...	"	143 0 0	...	...	...
...	...	...	101	...	"	197 15 6	...	...	...
16	36	...	107	...	"	132 10 6	...	...	...
66	196	...	587	...	"	893 9 9	...	...	...
442	1,651	...	4,880	...	"	12,241 13 11	...	277 10 6	1,617 7 4
PUBLIC INSTRUCTION, N. W. P.									
50	50	...	...	...	1 to 2 annas.	122 13 6	...	...	12 0 0
17	26	...	35	...	"	121 12 6	...	...	...
20	51	...	5	...	"	167 3 0	...	...	...
20	24	...	36	...	"	124 4 0	...	...	...
5	11	...	64	...	"	128 13 6	...	...	...
65	70	...	50	...	"	205 8 3	...	...	...
40	60	...	3	...	"	217 0 10	...	...	12 0 0
217	292	...	193	...	"	1,087 7 7	...	...	24 0 0
11	31	...	31	...	1 to 2 annas.	188 12 0	82 0 0	...	196 12 0
2	4	...	26	...	"	132 15 0	64 0 0	...	32 1 0
4	10	...	65	...	"	299 14 0	70 0 0	...	69 8 0
22	24	...	34	...	"	128 4 0	84 0 0	...	41 10 0
4	15	...	38	...	"	129 4 0	72 0 0	...	52 10 0
12	30	...	7	...	"	127 8 0	60 0 0	...	34 0 0
4	24	...	62	...	"	151 7 0	72 0 0	...	33 8 6
10	16	...	40	...	"	127 11 0	72 0 0	...	23 6 0
27	27	...	50	...	"	120 10 0	60 0 0	...	2 8 0
96	181	...	436	...	"	1,406 5 0	636 0 0	...	485 15 6
...	...	...	22	...	1 to 2 annas.	136 0 0	...	...	...
...	...	...	84	...	"	144 0 0	...	...	...
...	6	...	34	...	"	146 0 0	...	...	...
...	9	...	39	...	"	140 0 0	...	...	...
...	...	...	51	...	"	225 0 0	...	...	...
...	14	...	59	...	"	154 0 0	...	...	...
...	25	...	20	...	"	150 0 0	...	...	...
...	19	...	60	...	"	200 0 0	...	...	...
...	73	...	369	...	"	1,295 0 0	...	...	...
...	4	...	55	...	1 to 2 annas.	108 0 0	...	...	18 0 0
...	5	...	30	...	"	137 8 0	...	...	9 0 0
...	9	...	85	...	"	245 8 0	...	...	27 0 0
13	2	...	65	...	1 to 2 annas.	140 0 0	...	...	...
15	12	...	47	...	"	120 0 0	...	...	24 0 0
...	...	...	59	...	"	180 0 0	...	...	...
...	...	...	44	...	"	122 6 0	...	...	48 0 0
...	...	...	131	...	"	117 7 6	...	...	...
28	14	...	346	...	"	679 13 6	...	...	72 0 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					2ND CIRCLE, DEPARTMENT		
				Rs. As. P.		Rs. As. P.	Rs. As. P.
Tuhsili Schools.	Muthra.	Muthra,	5th April, 1850,	163 7 0	...	...	479 1 3
		Areogg,	Ditto,	74 7 0	...	...	210 2 9
		Chhatta,	Ditto,	22 4 0	...	...	157 1 9
		Kosee,	Ditto,	100 11 0	...	...	349 8 3
		Maat,	Ditto,	15 7 0	...	...	210 7 3
		Raya,	Ditto,	120 14 0	...	...	295 1 3
		Mahabuna,	Ditto,	94 3 0	...	...	233 12 9
		Sadabad,	Ditto,	139 10 0	...	...	256 12 6
		Jalaisur,	Ditto,	93 2 0	...	...	305 15 11
		Total,	...	824 1 0	...	...	2,597 15 8
	Mynpoory.	Mynpoory,	Different dates,	60 1 0	...	...	146 4 6
		Karowli,		39 7 0	...	...	168 3 0
		Kurhul,		43 7 0	...	...	248 7 3
		Bhongaon,		34 6 0	...	...	177 6 0
		Phurhul,		21 13 0	...	...	219 12 6
		Shekoabad,		42 1 0	...	...	174 11 6
		Total,	...	241 3 0	...	...	1,134 12 9
		Grand Total,	...	4,998 7 3	...	1,644 3 0	20,779 10 0
					3RD CIRCLE, DEPARTMENT		
	Allahabad.	Belapore,	Different dates,	64 2 0	...	7 0 0	205 15 6
		Bara Khas,		52 8 0	...	7 0 0	181 4 6
		Chail,		78 6 0	...	...	245 9 0
		Handia,		82 14 0	...	...	207 2 0
		Sirsa,		106 10 0	...	...	235 7 6
		Karari,		127 8 0	...	...	333 0 3
		Mow,		89 4 0	...	500 0 0	818 4 10
		Total,	...	601 4 0	...	514 0 0	2,226 11 7
	Azimgurh.	Juanpore,	Different dates,	45 4 0	...	...	512 12 0
		Dohrighat,		74 0 0	...	...	303 0 0
		Mehnajpore,		113 4 0	...	...	552 10 0
		Nizamabad,		76 8 0	...	...	330 6 0
		Mahul,		77 0 0	...	...	330 14 0
		Maharajgunj,		127 0 0	...	...	348 8 0
		Mownath Bhunjun,		102 14 0	...	...	359 13 6
		Chiriakote,		64 14 0	...	...	287 15 0
		Nagra,		95 6 0	...	...	278 8 0
		Total,	...	773 2 0	...	...	3,304 6 6
	Banda.	Bahera,	Different dates,	23 0 0	...	...	159 0 0
		Kalinjur,		103 12 0	...	...	247 12 0
		Mow,		35 4 0	...	...	181 4 0
		Kamasin,		51 0 0	...	...	191 0 0
		Sindhan,		18 0 0	...	...	243 0 0
		Tinduari,		63 12 0	...	...	217 12 0
		Sihonda,		56 12 0	...	...	206 12 0
		Tirahuan,		62 14 0	...	...	262 14 0
		Total,	...	414 6 0	...	...	1,706 6 0
	Benares	Ramnuggur,	Different dates,	83 2 0	...	...	209 2 0
		Sakal Diha,		49 8 0	...	...	196 0 0
		Total,	...	132 10 0	...	...	405 2 0
	Futtehpore	Sah,	Different dates,	87 6 0	...	...	227 6 0
		Hathgaon,		83 10 0	...	...	227 10 0
		Kishunpore,		82 2 0	...	...	262 2 0
		Sheorajpore,		78 0 0	...	...	248 6 0
		Khajwa,		178 2 0	...	...	295 9 6
		Total,	...	509 4 0	...	...	1,261 1 6

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
240 0 0	239 1 3	479 1 3	...	...	4 11 9	3 1 11	
120 0 0	90 2 9	210 2 9	...	...	3 8 8	2 1 4	
120 0 0	37 1 9	157 1 9	...	...	2 7 1	2 1 6	
180 0 0	178 4 3	358 4 3	...	8 12 0	3 8 7	2 7 5	
120 0 0	90 7 3	210 7 3	...	...	3 9 11	2 7 5	
144 0 0	151 1 3	295 1 3	...	...	3 0 1	1 12 3	
120 0 0	113 12 9	233 12 9	...	...	2 10 2	1 9 2	
180 0 0	176 12 6	356 12 6	...	...	3 11 6	2 4 2	
176 6 11	129 10 0	305 15 11	...	...	3 5 11	2 5 6	
1,400 5 11	1,206 5 9	2,606 11 8	...	8 12 0	3 6 8	2 4 1	
80 0 0	66 4 6	146 4 6	...	...	0 12 9	0 7 6	
120 0 0	48 3 0	168 3 0	...	...	1 4 0	0 15 4	
180 0 0	68 7 3	248 7 3	...	...	2 7 3	2 0 4	
120 0 0	57 6 0	177 6 0	...	...	1 10 5	1 5 3	
180 0 0	39 12 6	219 12 6	...	...	2 5 1	2 1 5	
120 0 0	54 11 6	174 11 6	...	...	1 5 10	1 0 7	
800 0 0	334 12 9	1,134 12 9	...	...	1 8 3	1 3 1	
10,[illegible]4 15 2	8,315 3 10	19,220 3 0	1,568 3 0	8 12 0	3 6 2	2 2 6	
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
120 0 0	85 15 6	205 15 6	...	...	6 1 10	3 9 2	
120 0 0	61 4 6	181 4 6	...	...	6 1 7	4 1 7	
144 0 0	101 9 0	245 9 0	...	...	5 15 10	4 1 3	
120 0 0	87 2 0	207 2 0	...	...	4 8 5	2 11 5	
120 0 0	115 7 6	235 7 6	...	..	3 12 8	2 1 2	
180 0 0	153 0 3	333 0 3	...	...	4 6 7	2 11 7	
115 12 10	702 8 0	818 4 10	...	...	17 10 4	4 10 11	
919 12 10	1,306 14 9	2,226 11 7	...	...	6 10 4	3 3 8	
307 4 0	205 8 0	512 12 0	...	...	19 6 8	7 2 4	
258 0 0	45 0 0	303 0 0	...	...	6 4 7	2 12 2	
459 4 0	93 6 0	552 10 0	...	...	7 15 8	4 5 3	
280 8 0	49 14 0	330 6 0	...	...	6 3 2	2 6 6	
269 0 0	61 14 0	330 14 0	...	...	6 10 2	2 11 1	
307 0 0	41 8 0	348 8 0	...	...	4 3 1	1 8 7	
318 14 0	40 15 6	359 13 6	...	...	5 13 5	2 7 4	
226 14 0	31 1 0	287 15 0	...	...	7 5 0	3 3 11	
275 6 0	3 2 0	278 8 0	...	...	4 9 9	2 0 0	
2,732 2 0	572 4 6	3,304 6 6	...	...	6 12 0	2 13 11	
96 0 0	63 0 0	159 0 0	...	...	11 15 8	10 3 11	
144 0 0	103 12 0	247 12 0	...	...	3 14 7	2 4 4	
96 0 0	85 4 0	181 4 0	...	...	7 8 2	6 0 9	
120 0 0	71 0 0	191 0 0	...	...	6 8 8	4 12 6	
96 0 0	147 0 0	243 0 0	...	...	7 15 4	7 5 11	
96 0 0	121 12 0	217 12 0	...	...	5 15 8	4 3 11	
120 0 0	86 12 0	206 12 0	...	...	6 11 1	4 13 8	
120 0 0	142 14 0	262 14 0	...	...	6 4 0	4 12 1	
888 0 0	821 6 0	1,706 6 0	...	...	6 14 4	4 12 9	
96 0 0	113 2 0	209 2 0	...	...	4 11 9	2 5 4	
132 0 0	64 0 0	196 0 0	...	...	10 12 7	7 9 1	
228 0 0	177 2 0	405 2 0	...	...	6 4 7	3 12 11	
140 0 0	87 6 0	227 6 0	...	...	4 11 0	2 14 2	
120 0 0	107 10 0	227 10 0	...	...	4 8 8	2 6 3	
180 0 0	82 2 0	262 2 0	...	...	4 12 11	3 14 10	
120 0 0	128 6 0	248 6 0	...	...	6 5 0	3 1 9	
114 0 0	181 9 6	295 9 6	...	...	3 3 3	1 4 4	
674 0 0	587 1 6	1,261 1 6	...	...	4 6 10	2 6 2	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
		2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							3RD CIRCLE, DEPARTMENT			
Tuhsili Schools.	Ghazeepore.	Shadiabad, ...	Different dates.	26	14	...	40	35·21	...	...
		Mahomedabad, ...		33	19	...	52	43·03	...	...
		Rasra, ...		61	12	...	73	64·86	...	...
		Syedpore, ...		60	15	...	75	74·35	...	...
		Rooteepore, ...		153	14	...	167	122 46	...	...
		Total, ...	...	333	74	...	407	339 91	...	...
	Goruckpore.	Bansi, ...	Different dates.	34	17	...	51	45·17	...	...
		Burhulgunj, ...		81	31	...	112	72 88	...	...
		Salempore, ...		99	15	...	114	76·80	...	...
		Piprowli, ...		36	11	...	47	71 78	...	...
		Busti, ...		50	11	...	61	40·60	...	...
		Mughur, ...		59	5	...	64	44·38	...	...
		Pipraich, ...		49	7	...	56	36 21	...	...
		Sahibgunj, ...		53	17	...	70	45 95	...	...
		Total, ...	...	460	115	...	575	403·77	...	...
	Jounpore.	Gourabadshahpore,	Different dates.	44	6	...	50	45 03	...	...
		Kerakut, ...		23	17	...	40	29·74	...	...
		Shahgunj, ...		32	31	...	63	50·27	...	...
		Muchhlishuhur, ...		48	35	...	73	52·77	...	...
		Mungrabadshapore,		90	10	...	100	72·68	...	...
		Madiabun, ...		38	27	...	65	58 51	...	...
		Total, ...	...	275	116	...	391	309·00	...	...
	Mirzapore.	Ahrora, ...	Different dates.	76	4	...	80	46 78	...	...
		Gopeegunj, ...		44	14	...	58	45·70	...	...
		Kone, ...		35	6	...	41	24·76	...	...
		Total, ...	...	155	24	...	179	117·24	...	...
		Grand Total, ...	...	2,687	750	...	3,437	2613·60	21	25
							KUMAON CIRCLE, DEPARTMENT			
	Kumaon.	Dwarahat, ...	Different dates.	92	...	...	92	38	...	...
		Sialdeo, ...		120	...	...	120	58	...	...
		Chumphawut, ...		55	3	5	63	45	...	...
		Pithoragurh, ...		90	3	...	93	49	...	...
		Deoghat, ...		66	...	...	66	33	...	...
		Lohaghat, ...		64	17	...	81	54	...	...
		Milum, ...		...	...	13	13	32	...	...
		Hawulbagh, ...		36	2	4	42	20	...	...
		Bugwaleepokhur, ...		105	...	...	105	62	...	...
		Murtolee, ...		...	...	...	...	21	...	...
		Manshee, ...		158	...	...	158	78	...	...
		Sheera, ...		58	...	4	62	29	...	...
		Bujans, ...		...	...	37	37	38	...	...
		Jaintee, ...		...	...	...	...	11	...	...
		Gungoleehat, ...		60	...	7	67	33	...	...
		Darma, ...		...	...	43	43	32	...	...
		Someshwar, ...		103	3	5	111	74	...	...
		Gunaeen, ...		55	...	...	55	39	...	...
		Total, ...	...	1,062	28	118	1,208	746	...	...

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—*(Continued.)*

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Contd.)*									
						Rs. As. P.			Rs. As. P.
...	19	...	29	...	2 annas.	122 0 0	...	...	98 4 2
21	33	...	22	...	"	110 0 3	...	...	157 8 4
8	15	...	62	...	"	137 3 0	...	...	115 13 0
25	35	...	52	...	"	178 0 0	...	...	149 6 0
...	18	...	167	...	"	190 15 11	...	...	277 2 11
54	120	...	332	...	"	738 3 2	...	...	798 2 5
...	25	...	26	...	2 annas.	114 13 0	...	...	...
4	27	...	81	...	"	650 4 10	...	...	...
...	15	...	99	...	1 anna 7 pie.	141 3 0	...	...	...
...	11	...	36	...	2 annas.	125 11 0	...	...	6 0 0
5	16	...	40	...	1 to 2 annas.	124 13 0	...	...	...
...	20	...	54	...	"	128 15 0	...	...	...
4	19	...	56	...	2 annas.	180 5 0	...	...	9 0 0
...	22	...	48	...	"	124 13 0	...	...	...
13	155	...	440	...	1 to 2 annas.	1,590 13 10	...	...	15 0 0
...	13	...	50	...	2 annas.	228 3 0	...	...	119 11 3
...	31	...	27	...	"	122 3 0	...	...	48 9 9
...	30	...	43	...	"	322 3 0	...	...	107 12 6
1	31	...	46	...	"	122 3 0	...	...	106 12 9
...	13	...	100	...	"	175 9 2	...	...	53 3 9
...	39	...	38	...	"	122 3 0	...	...	94 15 3
1	105	...	304	...	"	1,092 8 2	...	...	531 1 3
...	15	...	80	...	2 annas.	279 0 0	...	...	6 0 0
...	18	...	52	...	"	156 0 0	...	...	...
...	4	...	41	...	"	96 0 0	...	...	...
...	37	...	173	...	"	531 5 8	...	...	6 0 0
409	1,038	...	2,578	...	1 to 2 annas.	8,666 11 3	636 0 0	...	1,959 3 2
PUBLIC INSTRUCTION, N. W. P.									
...	...	...	92	...	1 anna.	230 5 9	...	...	...
...	...	...	120	...	"	95 15 0	...	...	...
...	...	...	63	...	"	209 4 6	...	...	...
...	...	...	93	...	"	157 7 9	...	...	...
...	...	...	66	...	"	135 4 3	...	...	...
...	...	...	81	...	"	220 12 6	...	...	...
...	...	...	13	...	"	90 2 9	...	...	...
...	...	...	42	...	"	89 0 0	...	...	...
...	...	...	105	...	"	204 15 0	...	...	...
...	...	...	...	...	"	107 6 6	...	...	...
...	...	...	158	...	"	248 6 3	...	...	...
...	...	...	62	...	"	107 12 0	...	...	...
...	...	...	37	...	"	165 8 9	...	...	...
...	...	...	...	...	"	73 13 6	...	...	...
...	...	...	67	...	"	111 7 0	...	...	...
...	...	...	43	...	"	36 0 0	...	...	...
...	...	...	111	...	"	41 0 0	...	...	...
...	...	...	55	...	"	16 0 0	...	...	...
...	...	...	1,208	...		2,340 9 6	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsill.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.			Rs. As. P.
TUHSILI SCHOOLS.	GHAZEEPORE.	Shadiabad, ...	Different dates.	43 2 0	...	...	263 6 2
		Mahomedabad, ...		62 2 0	...	...	329 10 7
		Rasra, ...		91 4 0	...	...	344 4 0
		Syedpore, ...		87 2 0	...	...	414 8 0
		Reoteepore, ...		171 12 0	...	...	639 14 10
		Total, ...	...	455 6 0	...	...	1,991 11 7
	GORUCKPORE.	Bansi, ...	Different dates.	31 5 0	...	...	146 2 0
		Burhulgunj, ...		61 12 0	...	...	712 0 10
		Salempore, ...		25 7 0	...	...	166 10 0
		Piprowli, ...		42 12 0	...	...	174 7 0
		Busti, ...		32 2 0	...	...	156 15 0
		Mughur, ...		61 12 0	...	...	190 11 0
		Pipraich, ...		31 10 0	...	...	220 15 0
		Sahibgunj, ...		72 14 0	...	...	197 11 0
		Total, ...	...	359 10 0	...	...	1,965 7 10
	JOUNPORE.	Gourabadshahpore,	Different dates.	32 2 0	...	...	380 0 3
		Kerakut, ...		10 14 0	...	...	181 10 9
		Shahgunj, ...		14 14 0	...	...	444 13 6
		Muchhlishuhr, ...		74 0 0	...	...	302 15 9
		Mungrabadshapore,		21 12 0	...	...	250 8 11
		Madiabun, ...		17 10 0	...	...	234 12 3
		Total, ...	...	171 4 0	...	...	1,794 13 5
	MIRZAPORE.	Ahrora, ..	Different dates.	110 0 0	...	...	395 0 0
		Gopeegunj, ...		74 10 0	...	...	230 10 0
		Kone, ...		66 0 0	...	...	162 0 0
		Total, ...	...	250 10 0	...	...	787 0 0
		GRAND TOTAL, ...	...	3,670 8 0	...	514 0 0	15,446 6 5
					KUMAON CIRCLE, DEPARTMENT		
	KUMAON.	Dwarahat, ...	Different dates.	...	...	...	230 5 9
		Sialdeo, ..		...	...	...	95 15 0
		Chumphawut, ...		...	...	...	209 4 6
		Pithoragurh, ...		...	...	...	157 7 9
		Deoghat, ...		0 4 0	...	...	135 8 3
		Lohaghat, ...		...	...	...	220 12 6
		Milum, ...		7 9 0	...	...	97 11 9
		Haulbagh, ...		...	...	...	89 0 0
		Bugwaleepokhur, ..		...	...	...	204 15 0
		Murtolee, ...		4 4 0	...	...	111 10 6
		Manshee, ...		...	...	...	248 6 3
		Sheera, ...		...	...	...	107 12 0
		Bujans, ...		8 9 0	...	...	174 1 9
		Jaintee, ...		...	...	...	73 13 6
		Gungoleehat, ..		...	...	...	111 7 0
		Darma, ..		...	...	...	36 0 0
		Someshwar, ...		1 2 0	...	...	42 2 0
		Gunaeen, ...		...	...	...	16 0 0
		Total, ..	...	21 12 0	...	...	2,362 5 6

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
173 5 8	90 0 6	263 6 2	...	...	7 7 8	3 7 5	
209 2 1	20 8 6	329 10 7	...	...	7 15 7	2 8 11	
230 14 6	113 5 6	344 4 0	...	...	5 14 11	2 1 10	
251 7 6	163 0 6	414 8 0	...	...	5 9 3	2 6 4	
355 4 4	284 10 6	639 14 10	...	...	5 3 7	1 8 11	
1,220 2 1	771 9 6	1,991 11 7	...	...	5 13 9	2 2 9	
110 0 0	36 2 0	146 2 0	...	...	3 3 9	2 8 8	
129 10 10	582 6 0	712 0 10	...	...	9 12 5	8 14 9	
132 0 0	34 10 0	166 10 0	...	...	2 6 9	1 12 1	
120 0 0	54 7 0	174 7 0	...	...	4 2 10	3 0 2	
120 0 0	36 15 0	156 15 0	...	...	3 13 10	3 1 2	
124 2 0	66 9 0	190 11 0	...	...	4 4 8	2 14 5	
144 0 0	76 15 0	220 15 0	...	...	6 1 7	2 15 5	
120 0 0	77 11 0	197 11 0	...	..	4 4 10	2 11 5	
999 12 10	965 11 0	1,965 7 10	...	...	4 13 10	3 15 1	
205 0 0	175 0 3	380 0 3	...	...	8 7 0	5 1 1	
154 7 3	27 3 6	181 10 9	...	...	6 1 9	4 6 0	
210 9 7	244 3 11	444 13 6	...	...	8 13 7	2 6 11	
205 4 9	97 11 0	302 15 9	...	...	5 11 10	2 5 1	
210 12 11	39 12 0	250 8 11	...	...	3 7 2	2 6 8	
199 0 0	35 12 3	234 12 3	...	...	4 0 3	2 1 5	
1,185 2 6	609 10 11	1,794 13 5	...	...	5 12 11	3 8 6	
240 0 0	155 0 0	395 0 0	...	...	8 7 1	5 15 5	
144 0 0	86 10 0	230 10 0	...	...	5 0 9	3 6 7	
96 0 0	66 0 0	162 0 0	...	...	6 8 8	3 14 0	
480 0 0	307 10 0	787 10 0	...	...	7 11 6	4 8 6	
9,327 0 3	6,119 6 2	15,446 6 5	...	...	5 11 7	3 4 8	
PUBLIC INSTRUCTION, N. W. P.							
218 0 0	14 9 9	232 9 9	...	2 4 0	6 1 11	6 1 0	
72 0 0	29 11 0	101 12 0	...	5 12 0	1 12 1	1 10 5	
194 0 0	17 8 6	211 8 6	...	2 4 0	4 11 3	4 10 5	
144 0 0	15 11 9	159 11 9	...	2 4 0	3 4 2	3 3 5	
123 0 0	14 8 3	137 8 3	...	2 0 0	4 2 8	4 1 7	
204 0 0	19 0 6	223 0 6	...	2 4 0	4 2 1	5 0 3	
48 0 0	46 6 9	94 6 9	3 5 0	...	2 15 2	2 13 1	
80 0 0	11 4 0	91 4 0	...	2 4 0	4 9 0	4 7 2	
185 0 0	22 3 0	207 3 0	...	2 4 0	3 5 5	3 4 11	
100 0 0	10 14 6	110 14 6	0 12 0	...	5 4 6	5 1 10	
228 0 0	26 2 3	254 2 3	...	5 12 0	3 4 1	3 2 11	
96 0 0	14 0 0	110 0 0	...	2 4 0	3 12 8	3 8 8	
146 0 0	21 12 9	167 12 9	6 5 0	...	4 6 9	4 5 8	
72 0 0	4 1 6	76 1 6	...	2 4 0	6 14 8	6 11 5	
96 0 0	17 11 0	113 11 0	...	2 4 0	3 7 1	3 6 0	
27 0 0	9 9 0	36 9 0	...	9 0 0	1 2 3	1 2 0	
33 0 0	10 10 0	43 10 0	...	1 8 0	0 9 5	0 8 10	
16 0 0	0 6 0	16 6 0	...	0 6 0	0 6 8	0 8 6	
2,082 0 0	306 2 6	2,882 2 6	10 6 0	36 3 0	2 3 3	3 2 2	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
						GURHWAL CIRCLE, DEPARTMENT				
Tuhsili Schools.	Gurhwal.	Sreenuggur, ...	Different dates.	50	1	11	62	42	...	...
		Pokhuree, ...		58	...	17	75	52	...	...
		Pokhra, ...		72	...	1	73	44	...	...
		Saindhar, ...		68	...	...	68	41	...	...
		Pursolee, ...		68	...	...	68	46	...	...
		Kimnee, ...		38	...	2	40	26	...	...
		Punnayin, ...		55	...	...	55	39	...	...
		Gumsalee, ...		...	...	50	50	66	...	...
		Bumsoo, ...		94	...	...	94	71	...	...
		Mana, ...		...	...	82	82	62	...	...
		Naithana, ...		46	...	...	46	84	...	...
		Lohuba, ...		83	...	8	91	37	...	...
		Palee, ...		69	...	4	73	36	...	...
		Gugwara, ...		38	...	...	38	25	...	...
		Buchhelee, ...		60	...	...	60	42	...	...
		Total, ...	... ...	799	1	175	975	663	...	...
		Grand Total, ...	... ...	1,861	29	293	2,183	1,409	...	...
						AJMERE CIRCLE, DEPARTMENT				
	Ajmere.	Sreenuggur, ...	Different dates.	45	...	...	45	32·6	...	...
		Massoodah, ...		21	...	...	21	21 00	...	...
		Poesangun, ...		41	7	...	48	48 12	...	...
		Gobindgurh, ...		42	...	...	42	31·53	...	...
		Pushkur, ...		76	3	...	79	65 14	...	...
		Kekree, ...		34	1	...	35	40 16	...	...
		Bhinae, ...		21	...	...	21	21·00	...	...
		Deolia, ...		19	3	...	22	15 66	...	...
		Sawar, ...		44	...	...	44	44·00	...	...
		Baghera, ...		21	1	...	22	22·23	...	...
		Dilwarah, ...		12	...	...	12	12·0	...	...
		Rawatmal, ...		18	...	...	18	18·0	...	...
		Barar, ...		25	...	...	25	25·0	...	...
		Shamgurh, ...		19	...	...	19	19·0	...	...
		Bali, ...		12	...	...	12	12·0	...	...
		Kabra, ...		12	...	...	12	12·0	...	...
		Athoon, ...		15	...	...	15	15·0	...	...
		Kote Kirana, ...		12	...	...	12	12·0	...	...
		Sarote, ...		18	...	...	18	18·0	...	...
		Dawair, ...		42	...	...	42	42·0	...	...
		Mundla, ...		24	...	...	24	24 0	...	...
		Kashbali, ...		17	...	...	17	17·0	...	...
		Buda Khera, ...		16	...	...	16	16·0	...	...
		Total, ...	... ...	606	15	...	621	583·44	...	...
		Grand Total, ..	... ...	14,800	3,774	297	18,871	16,274·37	423	25

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—*(Continued.)*

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*									
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	...	62	...	1 anna.	25 12 0	408 0 0	...	...
...	...	...	75	...	"	91 0 0	...	...	...
...	...	...	73	...	"	116 0 6	...	...	...
...	...	...	68	...	"	124 7 0	...	...	...
...	...	...	68	...	"	155 7 0	...	...	...
...	...	...	40	...	"	130 15 0	...	...	...
...	...	...	55	...	"	85 14 9	...	...	...
...	...	...	50	...	"	173 13 6	...	...	...
...	...	...	94	...	"	93 0 0	...	...	...
...	...	...	82	...	"	80 15 0	...	...	...
...	...	...	46	...	"	148 0 0	...	...	...
...	...	...	91	...	"	105 0 0	...	...	...
...	...	...	73	...	"	172 0 0	...	...	...
...	...	...	38	...	"	147 10 0	...	...	...
...	...	...	60	...	"	109 9 0	...	...	...
...	...	...	975	...	"	1,759 7 9	408 0 0	...	...
...	...	...	2,183	...	"	4,100 1 3	408 0 0	...	...
PUBLIC INSTRUCTION, N. W. P.									
...	...	...	45	...	1 anna.	108 0 0	7 3 6	...	...
...	...	...	21	...	"	16 13 5	...	...	...
...	...	...	48	...	"	117 0 0	4 5 0	...	...
...	...	...	42	...	"	107 8 0	3 6 0	...	...
...	...	...	79	...	"	168 0 0	14 5 0	...	...
...	...	...	35	...	"	111 0 0	4 5 0	...	...
...	...	...	21	...	"	54 0 0	0 12 6	...	...
...	...	...	22	...	"	72 0 0	1 5 0	...	...
...	...	...	44	...	"	9 6 0	...	...	...
...	...	...	22	...	"	72 0 0	5 13 0	...	...
...	...	...	12	...	"	88 0 0	...	...	...
...	...	...	18	...	"	100 0 0	...	...	...
...	...	...	25	...	"	100 0 0	...	...	...
...	...	...	19	...	"	80 0 0	...	...	...
...	...	...	12	...	"	96 0 0	...	...	...
...	...	...	12	...	"	96 0 0	...	...	...
...	...	...	15	...	"	120 0 0	...	...	...
...	...	...	12	...	"	80 0 0	...	...	...
...	...	...	18	...	"	80 0 0	...	...	...
...	...	...	42	...	"	96 0 0	...	...	...
...	...	...	24	...	"	96 0 0	...	...	...
...	...	...	17	...	"	30 0 0	...	...	...
...	...	...	16	...	"	30 0 0	...	...	...
...	...	...	621	...	"	1,927 11 5	41 7 0	...	...
1,929	7,157	...	12,591	5	From 1 to 2 as	40,170 13 9	1,183 7 0	1,275 9 8	6,404 5 1

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tuhsili.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					GURHWAL CIRCLE, DEPARTMENT		
				Rs. As. P.		Rs. As. P.	Rs. As. P.
Tuhsili Schools.	Gurhwal.	Sreenuggur, ...	Different dates.	...	...	...	433 12 0
		Pokhuree, ...		...	...	...	91 0 0
		Pokhra, ...		...	...	...	116 0 6
		Saindhar, ...		...	...	...	124 7 0
		Pursolee, ...		...	...	...	155 7 0
		Kimnee, ...		...	...	...	130 15 0
		Punnayin, ...		...	...	...	85 14 9
		Gumsalee, ...		...	...	...	173 13 6
		Bamsoo, ...		...	...	...	93 0 0
		Mana, ...		...	...	...	80 15 0
		Naithana, ...		...	...	...	148 0 0
		Lohuba, ...		...	...	...	105 0 0
		Palee, ...		...	...	...	172 0 0
		Gugwara, ...		...	...	...	147 10 0
		Buchhelee, ...		...	...	...	109 9 0
		Total, ...	...	...	...	...	2,167 7 9
		Grand Total, ...	...	21 12 0	...	...	4,529 13 3
					AJMERE CIRCLE, DEPARTMENT		
	Ajmere.	Sreenuggur, ...	Different dates,	19 1 0	...	1 0 0	135 4 6
		Masoodah, ...		2 0 0	...	...	18 13 5
		Peesangun, ...		27 4 0	...	1 0 0	149 9 0
		Gobindgurh, ...		18 7 0	...	1 0 0	130 5 0
		Pushkur, ...		40 8 0	...	1 0 0	223 13 0
		Kekree, ...		20 4 0	...	1 0 0	136 9 0
		Bhinae, ...		9 11 0	...	0 8 0	64 15 6
		Deolia, ...		9 0 0	...	1 0 0	83 5 0
		Sawar, ...		2 4 0	...	...	11 10 0
		Baghera, ...		12 11 0	...	1 0 0	91 8 0
		Dilwarah, ...		...	...	...	88 0 0
		Rawatmal, ...		...	...	...	100 0 0
		Barar, ...		...	...	...	100 0 0
		Shamgurh, ...		...	...	...	80 0 0
		Bali, ...		...	...	...	96 0 0
		Kabra, ...		...	...	...	96 0 0
		Athoon, ...		...	...	...	120 0 0
		Kote Kirana, ...		...	...	...	80 0 0
		Sarote, ...		...	...	...	80 0 0
		Damnir, ...		...	...	...	96 0 0
		Mundla, ...		...	...	...	96 0 0
		Kachbali, ...		...	...	...	30 0 0
		Buda Khera, ...		...	...	...	30 0 0
		Total, ...	...	161 2 0	...	7 8 0	2,237 12 5
		Grand Total, ...	...	15,189 5 3	...	2,165 11 0	66,489 3 9

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 12th July, 1865.

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (TUHSILI SCHOOLS)—(*Concluded.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
408 0 0	28 0 0	436 0 0	...	2 4 0	10 6 1	10 5 3	
75 0 0	18 4 0	93 4 0	...	2 4 0	1 12 8	1 12 0	
102 0 0	16 4 6	118 4 6	...	2 4 0	2 11 0	2 10 2	
113 0 0	13 11 0	126 11 0	...	2 4 0	3 1 5	3 0 7	
144 0 0	13 11 0	157 11 0	...	2 4 0	3 6 10	3 6 1	
116 0 0	17 3 0	133 3 0	...	2 4 0	5 1 11	5 0 7	
70 0 0	21 2 9	91 2 9	...	5 4 0	2 5 5	2 3 5	
146 0 0	38 6 6	184 6 6	...	10 9 0	2 12 8	2 10 1	
80 0 0	15 4 0	95 4 0	...	2 4 0	1 5 5	1 4 11	
64 0 0	19 3 0	83 3 0	...	2 4 0	1 5 5	1 4 10	
133 0 0	17 4 0	150 4 0	...	2 4 0	4 6 8	4 5 7	
91 0 0	16 4 0	107 4 0	...	2 4 0	2 5 9	2 5 0	
156 0 0	18 4 0	174 4 0	...	2 4 0	4 13 5	4 12 5	
132 0 0	17 14 0	149 14 0	...	2 4 0	5 15 11	5 14 6	
96 0 0	15 13 0	111 13 0	...	2 4 0	2 8 0	2 7 2	
1,996 0 0	286 8 9	2,212 8 9	...	45 1 0	3 5 4	3 4 4	
4,008 0 0	592 11 3	4,600 11 3	10 6 0	81 4 0	3 4 3	3 3 2	
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
108 0 0	18 1 6	126 1 6	9 3 0	...	2 13 1	2 6 5	
16 13 5	1 2 0	17 15 5	0 14 0	...	0 13 8	0 12 9	
117 0 0	54 1 0	171 1 0	...	21 8 0	3 9 0	2 7 0	
107 8 0	11 2 0	118 10 0	11 11 0	...	2 13 2	2 8 11	
168 0 0	57 13 0	225 13 0	...	2 0 0	2 13 8	2 2 0	
111 0 0	35 13 0	146 13 0	...	10 4 0	4 3 1	3 2 8	
54 0 0	8 0 6	62 6 0	2 15 0	...	2 15 0	2 9 1	
72 0 0	3 4 0	75 4 0	8 1 0	...	3 5 3	3 4 4	
9 6 0	1 4 0	10 10 0	1 0 0	...	0 3 10	0 3 4	
72 0 0	17 1 0	89 1 0	2 7 0	...	4 9 0	3 4 4	
88 0 0	...	88 0 0	...	...	7 5 4	7 5 4	
100 0 0	...	100 0 0	...	...	5 8 10	5 8 10	
100 0 0	...	100 0 0	...	...	4 0 0	4 0 0	
80 0 0	...	80 0 0	...	...	4 3 4	4 3 4	
96 0 0	...	96 0 0	...	...	8 0 0	8 0 0	
96 0 0	...	96 0 0	...	...	8 0 0	8 0 0	
120 0 0	...	120 0 0	...	...	8 0 0	8 0 0	
80 0 0	...	80 0 0	...	...	6 10 8	6 10 8	
80 0 0	...	80 0 0	...	...	4 10 8	4 10 8	
96 0 0	...	96 0 0	...	...	2 4 6	2 4 6	
96 0 0	...	96 0 0	...	...	4 0 0	4 0 0	
30 0 0	...	30 0 0	...	...	1 12 2	1 12 2	
30 0 0	...	30 0 0	...	...	1 14 0	1 14 0	
1,927 11 5	207 10 0	2,135 5 5	36 3 0	33 12 0	4 1 9	3 14 0	
40,996 11 7	23,901 8 2	64,898 3 9	1,614 12 0	123 12 0	4 0 0	2 7 6	

T. B. CANN,

Offg. Director of Public Instruction,

North-Western Provinces.

APPEN

TABLE No. 3 A.—*I. Institution for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
								1st CIRCLE, DEPARTMENT	
Hulkabandi Schools.	Alygurh.	Hathrass, ...	34	1854.	1,163	51	...	1,214	1,146
		Iglass, ...	14	1858.	368	14	...	382	362
		Secundra Rao, ...	18	1864.	588	44	...	632	630
		Atrowli, ...	12	"	256	31	1	288	226
		Khyr, ...	2	"	32	1	...	33	40
		Total, ...	80		2,407	141	1	2,549	2,404
	Boolundshuhur.	Secundrabad, ...	23	1st July, 1856.	629	185	...	814	860
		Boolundshuhur, ...	39	"	1,028	278	...	1,306	1,297
		Anoopshuhur, ...	25	"	803	121	...	924	833
		Khoorja, ...	28	"	798	139	...	937	857
		Total, ...	115		3,258	723	...	3,981	3,847
	Meerut.	Meerut, ...	21	1858 to 1865.	295	306	...	601	587
		Sirdhanah, ...	25	"	757	41	...	798	681
		Burote, ...	28	1859 to 1865.	774	62	...	836	809
		Ghazeeabad, ...	30	"	766	206	...	972	856
		Hauper, ...	24	"	597	274	...	871	920
		Mowana, ...	12	"	274	143	...	417	393
		Total, ...	140		3,463	1,032	...	4,495	4,246
	Mozuffernuggur.	Mozuffernuggur, ...	31	1858 to 1864.	528	312	...	840	776
		Jansuth, ...	22	1859 to 1864.	409	281	...	690	652
		Shamli, ...	28	"	640	300	...	940	936
		Boorahna, ...	32	"	730	289	...	1,019	969
		Total, ...	113		2,307	1,182	...	3,489	3,333
	Saharunpore.	Saharunpore, ...	24	1860.	400	307	...	707	663
		Roorkee, ...	23	1861.	392	229	...	621	595
		Deobund, ...	27	"	587	305	...	812	765
		Nakoor, ...	24	"	350	306	...	656	630
		Total, ...	98		1,649	1,147	...	2,796	2,653
	Dehra Doon.	Dehra Doon, ...	3	1864.	71	...	...	71	74
	Budaon.	Budaon, ...	26	1st Jan., 1865.	564	161	1	726	698
		Dataguni, ...	21	"	493	54	...	547	532
		Saheswan, ...	19	"	400	45	...	445	421
		Bissowli, ...	21	"	477	100	...	577	560
		Gunour, ...	12	"	344	60	...	404	429
		Total, ...	99		2,278	420	1	2,699	2,640
	Moradabad.	Moradabad, ...	15	1862.	400	241	...	641	563
		Thakoordwara, ...	...	"	...	...	...	...	...
		Billeree, ...	15	1860.	306	110	...	416	462
		Kashipore, ...	...	"	...	...	...	...	...
		Sumbhul, ...	9	1863.	231	98	...	329	278
		Hussunpore, ...	15	1862.	316	179	...	495	363
		Amrohe, ...	5	1865.	73	47	...	120	79
		Total, ...	59		1,326	675	...	2,001	1,745

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.								Rs. As. P.		Rs. As. P.	Rs As. P.
...	...	...	206	...	1,147	...	1 Anna.	66 1 4	...	...	2,931 14 6
...	...	...	51	...	357	...	"	25 13 7	...	...	1,609 7 4
...	...	86	99	...	518	...	"	27 11 10	...	...	1,963 12 7
...	...	22	58	...	233	...	"	6 14 5	...	...	4,644 12 9
...	...	...	1	...	32	...	"	1 11 3	...	...	592 0 3
...	...	108	415	...	2,287	...	"	128 4 5	...	...	11,741 15 5
...	...	...	341	...	507	...	1 Anna.	1,391 8 4	...	1,348 1 7	...
...	...	...	377	...	775	...	"	1,477 6 1	...	1,433 15 4	...
...	...	...	235	...	702	...	"	1,416 1 2	...	1,372 10 5	...
...	...	...	458	...	487	...	"	1,357 5 11	...	1,313 15 2	...
...	...	...	1,611	...	2,471	...	"	5,642 5 6	...	5,468 10 6	...
...	...	...	493	...	108	...	1 Anna.	38 13 11	...	...	2,873 5 1
...	...	...	256	...	542	...	"	38 13 11	...	...	2,343 7 11
	...	...	208	...	628	...	"	38 13 11	...	...	4,017 2 8
...	...	...	520	...	452	...	"	13 13 11	...	...	2,124 0 10
...	...	...	608	...	263	...	"	38 13 11	...	...	1,403 13 10
...	...	...	259	...	165	...	"	38 13 11	...	...	1,571 12 2
...	...	...	2,344	...	2,158	...	"	233 3 6	...	...	14,333 10 6
...	...	125	814	...	39	...	1 Anna	1,371 15 11	...	1,326 15 11	...
...	...	98	486	...	204	...	"	1,193 14 6	...	1,153 14 6	...
...	...	128	830	...	110	...	"	1,577 7 5	...	1,532 7 5	...
...	...	113	717	...	302	...	"	1,483 4 1	...	1,421 4 2	...
...	...	464	2,847	...	655	...	"	5,626 9 11	...	5,434 10 0	...
...	...	51	619	...	88	...	1 Anna.	1,126 0 6	...	1,079 12 6	...
...	...	50	490	...	131	...	"	1,283 6 1	...	1,243 4 1	...
...	...	30	650	...	162	...	"	1,559 9 5	...	1,512 3 6	...
...	...	30	656	...	...	...	"	1,218 5 10	...	1,184 5 10	...
...	...	161	2,415	...	381	...	"	5,187 5 10	...	5,019 9 11	...
...	...	...	...	...	71	...	1 Anna.	182 5 6	...	150 0 0	...
...	...	...	432	...	317	...	1 Anna.	77 9 8	...	...	1,815 3 3
..	...	...	262	...	296	...	"	66 1 7	...	...	1,877 14 0
...	...	...	299	...	150	...	"	61 9 7	...	...	1,872 10 6
...	...	...	294	...	299	...	"	67 1 7	...	...	1,792 10 0
...	..	...	210	...	203	...	"	48 8 2	...	...	1,381 14 8
...	...	...	1,497	...	1,265	...	"	320 14 7	...	...	8,740 4 2
...	...	...	527	...	114	...	1 Anna.	49 0 0	...	...	1,324 13 9
...	...	...	...	...	...	...	"	...	...	...	201 15 8
...	...	...	334	...	82	...	"	49 0 0	...	...	2,209 5 4
...	...	...	...	...	...	...	"	...	...	...	80 6 6
...	...	...	276	...	53	...	"	20 0 0	...	...	2,243 5 10
...	...	...	310	...	185	...	"	34 0 0	...	...	2,005 15 5
...	...	...	120	...	...	...	"	3 8 9	...	...	1,028 0 0
...	...	...	1,567	...	434	...	"	155 8 9	...	...	9,093 14 6

APPEN

TABLE No. 3A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institutions.	Locality. District.	Locality. Institutions.	Number of Schools	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
						1st CIRCLE, DEPARTMENT		
					Rs. As. P.			Rs. As. P.
Hulkabundi Schools.	Alligurh.	Hathrass, ...	34	1854,	229 15 0	...	...	3,227 14 10
		Iglass, ...	14	1858,	83 9 0	...	...	1,718 13 11
		Secundra Rao, ...	18	1864,	164 8 0	...	...	2,156 0 5
		Atrowli, ...	12	"	34 1 0	...	...	4,685 12 2
		Khyr, ...	3	"	7 9 0	...	...	601 4 6
		Total, ...	80		519 10 0	...	...	12,389 13 10
	Boolundshuhur.	Secundrabad, ...	23	1st July, 1856,	407 0 0	...	...	3,146 9 11
		Boolundshuhur, ...	39	"	489 12 0	...	...	3,401 1 5
		Anoopshuhur, ...	25	"	278 8 0	...	...	3,067 3 7
		Khoorja, ...	28	"	442 8 0	...	...	3,113 13 1
		Total, ...	115		1,617 12 0	...	...	12,728 12 0
	Meerut.	Meerut, ...	21	1858 to 1865,	64 8 0	...	...	2,976 11 0
		Sirdhanah, ...	25	"	56 6 0	...	...	2,438 11 10
		Barote, ...	28	1859 to 1865,	81 8 0	...	...	4,137 8 7
		Ghazeeabad, ...	30	"	89 5 0	...	...	2,252 3 9
		Hauper, ...	24	"	105 12 0	...	...	1,548 7 9
		Muana, ...	12	"	17 0 0	...	...	1,627 10 1
		Total,	140		414 7 0	...	...	14,981 5 0
	Mozuffernuggur.	Mozuffernuggur, ...	31	1858 to 1864,	100 0 0	...	...	2,798 15 10
		Jansuth, ...	22	1859 to 1864,	88 0 0	...	...	2,435 13 0
		Shamli, ...	28	"	150 0 0	...	...	3,259 14 10
		Burahna, ...	32	"	163 6 0	...	...	3,067 14 3
		Total, ...	113		501 6 0	...	...	11,562 9 11
	Saharunpore.	Saharunpore, ...	24	1860,	84 0 0	...	...	2,289 13 0
		Roorkee, ...	23	1861,	102 0 0	...	...	2,628 10 2
		Deobund, ...	27	"	96 0 0	...	...	3,167 12 11
		Nakoor, ...	24	"	87 0 0	...	...	3,489 11 8
		Total, ...	98		369 0 0	...	...	10,575 15 9
	Dehra Doon.	Dehra Doon, ...	3	1864,	30 0 0	...	...	362 5 6
	Budaon.	Budaon, ...	26	1st Jan., 1865.	...	...	...	1,892 12 8
		Datagunj, ...	21	"	...	...	...	1,943 15 7
		Sashwan, ...	19	"	...	...	...	1,934 4 1
		Bisowli, ...	21	"	...	...	...	1,859 11 7
		Gunour, ...	12	"	...	...	...	1,430 6 10
		Total, ...	99		...	...	...	9,061 2 9
	Moradabad.	Moradabad, ...	15	1862,	42 8 0	..	...	1,416 5 9
		Thakoordwara, ...	..	"	...	...	...	201 15 8
		Billeree, ...	15	1860,	52 4 0	...	...	2,310 9 4
		Kashipore, ...	...	"	...	...	...	80 6 6
		Sumbhul, ...	9	1863,	24 0 0	...	...	2,287 5 10
		Hussunpore, ...	15	1862,	6 10 0	...	...	2,046 9 5
		Amroha, ...	5	1865,	...	...	...	1,031 8 9
		Total, ...	59		125 6 0	...	...	9,374 13 3

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Contd*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,235 12 10	1,036 10 3	3,272 7 1	...	44 8 3	2 13 8	0 0 11	
976 14 4	482 4 9	1,459 3 1	259 10 10	...	4 0 6	0 1 2	
1,660 2 8	826 15 11	2,487 2 7	...	331 2 2	3 15 2	0 0 8	
625 0 8	567 14 1	1,192 14 9	3,492 13 5	...	5 4 5	0 0 6	
93 5 6	12 14 7	106 4 1	495 0 5	...	2 10 6	0 0 8	
5,591 4 0	2,926 11 7	8,517 15 7	4,247 8 8	375 10 5	3 8 8	0 0 10	
1,775 4 9	1,295 15 10	3,071 4 7	75 5 4	...	3 9 2	1 9 11	
3,184 7 3	1,378 11 10	4,563 3 1	...	1,162 1 8	3 8 4	1 2 3	
2,358 6 0	1,167 7 10	3,525 13 10	...	458 10 3	4 3 9	1 11 2	
1,745 8 4	1,331 7 10	3,077 0 2	36 12 11	...	3 9 5	1 9 4	
9,063 10 4	5,173 11 4	14,237 5 8	112 2 3	1,620 11 11	3 11 3	1 7 6	
1,729 11 0	270 5 4	2,000 0 4	976 10 8	...	3 6 6	0 1 1	
1,805 14 8	282 9 9	2,088 8 5	350 3 5	...	3 1 1	0 0 11	
2,107 10 2	313 11 3	2,421 5 5	1,716 3 2	...	2 15 11	0 0 9	
2,535 2 5	335 8 3	2,870 10 8	...	618 6 11	3 5 8	0 0 9	
2,072 6 9	443 0 8	2,515 7 5	...	966 15 8	2 11 9	0 0 8	
1,053 3 11	193 3 2	1,246 7 1	381 3 0	...	3 2 9	0 1 7	
11,304 0 11	1,838 6 5	13,142 7 4	3,424 4 3	1,585 6 7	3 1 6	0 0 11	
2,349 0 8	285 8 0	2,634 8 8	164 7 2	...	3 6 4	1 10 7	
1,730 2 9	301 8 10	2,031 11 7	404 1 5	...	3 1 10	1 8 10	
2,172 3 10	487 10 5	2,659 14 3	600 0 7	...	2 13 6	1 6 10	
2,226 3 2	874 2 0	3,100 5 2	...	32 6 11	3 3 2	0 1 0	
8,477 10 5	1,948 13 3	10,426 7 8	1,168 9 2	32 6 11	3 2 1	1 8 3	
1,993 10 4	534 10 8	2,528 5 0	...	238 8 0	3 13 0	1 11 2	
1,558 9 9	293 15 10	1,852 9 7	776 0 7	...	3 1 10	1 8 1	
1,861 9 7	326 12 5	2,188 6 0	979 6 11	...	2 13 9	1 6 5	
1,656 11 2	343 7 4	2,000 2 6	489 9 2	...	3 2 9	1 8 8	
7,070 8 10	1,498 14 3	8,569 7 1	2,245 0 8	238 8 0	3 3 8	1 9 3	
129 6 8	62 5 6	291 12 2	70 9 4	...	3 15 1	2 7 4	
1,686 12 0	334 4 11	2,021 0 11	...	128 4 3	2 14 4	0 1 9	
1,523 2 10	386 2 1	1,909 4 11	34 10 8	...	3 9 5	0 2 0	
1,172 7 10	319 3 10	1,491 11 8	442 8 5	...	3 8 8	0 2 4	
1,526 6 10	306 11 8	1,833 2 6	26 9 1	...	3 5 2	0 1 11	
961 14 4	261 9 0	1,223 7 4	206 15 6	...	2 13 8	0 1 9	
6,870 11 10	1,607 15 6	8,478 11 4	710 11 8	128 4 3	3 3 4	0 1 11	
907 4 10	181 2 0	1,088 6 10	327 14 11	...	1 14 11	0 1 5	
...	...	201 15 8	...	...	...	0 0 0	
1,312 0 2	190 14 0	1,502 14 2	807 11 2	...	3 4 1	0 1 8	
...	...	...	80 6 6	...	...	0 0 0	
917 0 8	133 10 0	1,050 10 8	1,236 11 2	...	3 12 6	0 1 2	
1,025 6 0	130 5 6	1,155 11 6	890 13 11	...	3 2 11	0 1 6	
107 11 6	3 8 9	111 4 3	920 4 6	...	1 6 6	0 0 9	
4,269 7 2	639 8 3	4,908 15 5	4,465 13 10	...	2 13 0	0 1 5	

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institutions.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
							1st CIRCLE, DEPARTMENT.		
Hulkabundi Schools.	Shahjehanpore.	Shahjehanpore, ...	28	1854.	764	60	...	824	838
		Jellalabad, ...	26	"	671	16	...	687	609
		Tilhur, ...	30	"	708	132	...	840	759
		Powayan, ...	32	"	880	40	...	920	800
		Khootar, ...	7	"	179	7	...	186	168
		Total, ...	123		3,202	255	...	3,457	3,174
		Grand Total, ...	830		19,961	5,575	2	25,538	24,116
							2nd CIRCLE, DEPARTMENT.		
	Agra.	Huzoor Tuhseel, ...	21	On different dates.	461	36	...	497	528·58
		Eradutnugger, ...	19		440	9	...	449	468·50
		Futtehabad, ...	18		499	1	...	500	494·09
		Etmadpore, ...	26		567	23	...	590	536·83
		Ferozabad, ...	20		559	27	...	586	584·33
		Bah Pinnahat, ...	25		880	10	...	890	789·17
		Kheragurh, ...	18		400	5	...	405	396·92
		Futtehpore Sicri, ...	15		314	4	...	318	350·98
		Furrah, ...	24		594	50	...	644	617·67
		Total, ...	186		4,714	165	...	4,879	4767·07
	Cawnpore.	Jaj Mow, ...	6	On different dates.	168	3	...	171	156·13
		Sarh Salempore, ...	17		524	10	...	534	466·63
		Ghatumpore, ...	11		277	2	...	279	265·49
		Bilhour, ...	13		377	6	...	383	352·64
		Sheorajpore, ...	3		120	...	...	120	114·57
		Sheoli, ...	2		53	...	...	53	42·11
		Bithoor, ...	7		243	27	...	270	239·32
		Russoolabad, ...	9		215	10	...	225	224·44
		Ukburpore, ...	8		250	4	...	254	243·86
		Bhognipore, ...	10		276	12	...	288	271·78
		Secundra, ...	8		226	5	...	231	230·13
		Deyrapore, ...	15		405	2	...	407	400·54
		Total, ...	109		3,134	81	...	3,215	3,007·64
	Etah.	Etah, ...	37	On different dates.	891	49	...	940	940·00
		Alligunj, ...	28		720	171	...	891	822·00
		Kassgunj, ...	28		751	53	...	804	790·67
		Total, ...	93	...	2,362	273	...	2,635	2,552·67
	Etawah.	Huzoor Tuhseel, ...	36	On different dates.	795	28	...	823	861·25
		Bhurthana, ...	33		735	38	...	773	775·00
		Bidhouna, ...	28		725	56	...	781	775·16
		Phuppoond, ...	24		568	22	...	590	605·98
		Dalailnuggur, ...	20		585	21	...	660	597·07
		Total, ...	141		3,408	165	...	3,573	3614·46
	Furruckabad.	Huzoor Tuhseel, ...	11	On different dates.	470	3	...	493	246·66
		Chubramow, ...	5		267	23	...	290	194·33
		Tirwa Thuthia, ...	7		241	9	...	250	164 54
		Kunouj, ...	5		269	30	7	306	177·82
		Kaimgunj, ...	7		242	63	...	305	198·22
		Allygurh, ...	7		240	21	...	261	178·91
		Total, ...	42		1,729	169	7	1,905	1160·48
	Humeerpore.	Huzoor Tuhseel, ...	5	On different dates.	149	2	...	151	151
		Soomarepore, ...	5		132	4	...	136	128
		Jelalpore, ...	8		217	7	...	224	220
		Jaitpore, ...	2		46	...	...	46	47
		Modha, ...	14		253	22	...	275	296
		Mahoba, ...	13		388	9	...	397	377
		Punwaree, ...	11		379	24	...	403	333
		Raat, ...	8		207	10	...	217	225
		Total, ...	66		1,771	78	...	1,849	1,777

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.											
							1 Anna.	Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	427	...	659	...	"	18 0 0	...	...	2,372 13 6
...	...	...	257	...	586	...	"	84 0 0	...	...	1,645 13 6
...	...	...	329	...	591	...	"	87 0 0	...	...	2,664 4 6
...	...	...	152	...	778	...	"	11 0 0	...	...	3,353 2 9
...	...	...	35	...	152	...	"	6 4 9	...	...	439 11 0
...	...	...	1,200	...	2,766	...	"	206 6 9	...	...	10,475 13 3
...	...	733	13,896	...	12,488	...	"	17,683 0 9	...	16,072 14 5	54,385 9 10
PUBLIC INSTRUCTION, N. W. P.											
...	...	...	45	...	471	...	1 Anna.	61 5 6	...	...	2,015 1 7
...	...	...	27	...	442	...	"	28 12 6	...	...	1,894 14 4
...	...	1	1	...	500	...	"	17 14 6	...	...	1,789 5 4
...	...	8	7	...	590	...	"	37 11 9	...	...	1,910 2 2
...	...	2	13	...	571	...	"	42 0 0	...	...	2,048 12 5
...	...	25	25	...	890	...	"	55 11 6	...	...	2,124 5 0
...	...	...	16	...	405	...	"	26 14 0	...	...	1,639 4 1
...	...	9	24	...	318	...	"	44 8 0	...	...	1,871 4 0
...	...	4	40	...	644	...	"	47 3 6	...	...	1,729 12 6
...	...	49	198	...	4,831	...	"	362 1 3	...	...	17,022 13 5
4	...	3	3	...	171	...	1 Anna.	25 1 0	...	...	337 10 9
...	...	...	...	...	534	...	"	34 1 6	...	...	1,045 5 10
5	...	...	25	...	261	...	"	24 9 0	...	...	729 4 0
...	...	2	13	...	373	...	"	18 11 6	...	...	380 10 6
...	...	...	6	...	116	...	"	7 2 6	...	...	191 9 9
...	...	4	14	...	39	...	"	8 7 6	...	...	117 1 4
7	...	19	58	...	202	...	"	18 4 0	...	...	390 5 3
...	...	14	25	...	198	...	"	10 4 6	...	...	872 9 4
...	...	...	16	...	254	...	"	8 15 6	...	...	586 15 6
...	...	43	36	...	288	...	"	7 12 0	...	...	949 15 7
...	...	...	...	...	231	...	"	5 9 0	...	...	961 12 8
...	...	...	9	...	407	...	"	22 1 0	...	...	1,284 8 0
16	...	85	205	...	3,074	...	"	190 15 0	...	...	7,847 12 6
...	...	...	53	...	902	...	1 Anna.	80 13 9	...	...	2,576 2 2
...	...	...	89	...	837	...	"	34 4 6	...	...	1,946 15 0
...	...	...	87	...	717	...	"	36 15 6	...	...	2,493 11 11
...	...	...	229	...	2,456	...	"	152 1 9	...	...	7,016 13 1
...	...	5	27	...	805	...	1 Anna.	17 1 9	...	...	2,788 10 6
...	...	7	29	...	765	...	"	42 11 3	...	...	2,790 2 3
...	...	7	25	...	769	...	"	27 12 9	...	...	2,451 12 5
...	...	3	8	...	579	...	"	12 15 9	...	...	1,964 1 11
...	...	17	19	...	43	...	"	29 7 6	...	...	2,103 9 2
...	...	39	108	...	2,961	...	"	130 1 0	...	..	12,098 4 3
19	...	...	105	...	388	...	1 Anna.	61 14 8	...	49 12 8	158 8 2
14	...	...	61	...	244	...	"	18 9 0	...	...	480 2 4
...	...	...	13	...	245	...	"	15 11 2	...	6 9 1	441 4 7
28	...	12	26	...	256	...	"	22 12 6	...	...	764 10 9
...	...	30	64	...	260	...	"	20 0 10	...	6 3 11	527 7 3
...	...	...	14	...	224	...	"	22 13 4	...	9 15 11	486 7 0
61	...	42	283	...	1,617	...	"	156 13 6	...	72 9 7	2,858 8 1
...	...	...	...	...	151	...	1 Anna.	6 6 0	...	...	269 0 0
...	...	...	...	...	136	...	"	10 10 0	...	...	505 0 0
...	...	...	...	...	224	...	"	3 2 3	...	...	734 12 5
...	...	...	...	...	46	...	"	146 10 2	...	...	...
...	...	...	25	...	250	...	"	6 12 0	...	146 2 4	1,324 0 0
...	...	...	4	...	397	...	"	370 9 0	...	352 7 4	277 2 9
...	...	...	40	...	363	...	"	11 4 6	...	...	784 5 0
...	...	...	...	...	217	...	"	6 3 6	...	...	516 12 5
...	...	...	69	...	1,784	...	"	561 9 5	...	498 9 8	4,411 0 7

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
						1st CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Hulkabundi Schools.	Shahjehanpore.	Shahjehanpore, ...	28	1854.	94 8 0	...	...	2,485 5 6
		Jellalabad, ...	26	"	60 12 0	...	...	1,790 9 6
		Tilhur, ...	30	"	90 0 0	...	...	2,841 4 6
		Powayan, ...	32	"	150 0 0	...	...	3,514 10 9
		Khootar, ...	7	"	24 12 0	...	...	470 11 9
		Total, ...	123		420 8 0			11,102 12 0
		Grand Total, ...	830		3,998 1 0			92,139 10 0
						2nd CIRCLE, DEPARTMENT		
	Agra.	Huzoor Tuhseel, ...	21	On different dates.	24 6 0	...	...	2,100 13 1
		Eradutnugger, ...	19		60 9 0	...	...	1,984 3 10
		Futtehabad, ...	18		20 4 0	...	...	1,827 7 10
		Etmadpore, ...	26		20 10 0	...	...	1,968 7 11
		Ferozabad, ...	20		24 1 0	...	...	2,114 13 5
		Bah Pinnahut, ...	25		62 8 0	...	...	2,242 8 6
		Kheragurh, ...	18		35 4 0	...	...	1,701 6 1
		Futtehpore Sicri, ...	15		34 6 0	...	...	1,950 2 0
		Furrah, ...	24		79 13 0	...	...	1,856 13 0
		Total, ...	186		361 13 0			17,746 11 8
	Cawnpore.	Jajmow, ...	6	On different dates.	36 0 0	...	9 0 0	407 11 9
		Sarh Salempore, ...	17		96 4 0	...	96 0 0	1,271 11 4
		Ghatumpore, ...	11		49 4 0	...	49 0 0	852 1 0
		Bilhour, ...	13		60 12 0	...	73 12 3	533 14 3
		Sheorajpore, ...	3		23 4 0	...	17 0 0	239 0 3
		Sheoli, ...	2		17 0 0	...	8 0 0	150 8 10
		Bithoor, ...	7		60 0 0	...	31 0 0	499 9 3
		Russoolabad, ...	9		57 12 0	...	21 0 0	961 9 10
		Ukburpore, ...	8		48 0 0	...	57 9 6	701 8 6
		Bhognipore, ...	10		48 0 0	...	76 14 0	1,082 9 7
		Secundra, ...	8		50 0 0	...	63 10 0	1,080 15 8
		Deyrapore, ...	15		102 0 0	...	108 15 0	1,517 8 0
		Total, ...	109		648 4 0		611 12 9	9,298 12 3
	Etah.	Etah, ...	37	On different dates.	10 12 0	...	...	2,667 11 11
		Alligunj, ...	28		...	...	...	1,981 3 6
		Kassgunj, ...	28		9 0 0	...	...	2,539 11 5
		Total, ...	93		19 12 0			7,188 10 10
	Etawah.	Huzoor Tuhseel, ...	36	On different dates.	15 7 0	...	...	2,821 3 3
		Bhurthana, ...	33		4 9 0	...	...	2,837 6 6
		Bidhouna, ...	28		18 3 0	...	...	2,497 12 2
		Phuppoond, ...	24		4 15 0	...	...	1,982 0 8
		Dalailnuggur, ...	20		21 11 0	...	...	2,154 11 8
		Total, ...	141		64 13 0			12,293 2 3
	Furruckabad.	Huzoor Tuhseel, ...	11	On different dates.	45 6 0	...	...	315 9 6
		Chubramow, ...	5		24 0 0	...	...	517 11 4
		Tirwa Thuthia, ...	7		16 8 0	...	...	480 0 10
		Kunouj, ...	5		67 8 0	...	...	854 15 3
		Kaimgunj, ...	7		21 0 0	...	...	574 12 0
		Allygurh, ...	7		18 12 0	...	...	538 0 3
		Total, ...	42		193 2 0	...		3,281 1 2
	Humeerpore.	Huzoor Tuhseel, ...	5	On different dates.	38 6 0	...	...	313 18 0
		Soomarepore, ...	5		22 6 0	...	...	538 0 0
		Jelalpore, ...	8		27 7 0	...	...	765 5 8
		Jaitpore, ...	2		19 13 0	...	...	312 9 6
		Modhu, ...	14		30 8 0	...	...	1,361 4 0
		Mahoba, ...	13		76 4 0	...	...	1,076 7 1
		Punwaree, ...	11		101 2 0	...	...	896 11 6
		Raat, ...	8		46 2 0	...	...	519 1 11
		Total, ...	66		362 0 0			5,833 3 8

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs As. P	Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	
2,217 4 6	1,232 3 3	3,449 7 9	...	964 2 3	4 1 10	0 0 4	
1,645 14 9	286 12 0	1,932 10 9	...	142 1 3	3 2 9	0 2 2	
2,150 14 2	1,122 10 0	3,273 8 2	...	432 1 8	3 14 9	0 1 8	
2,080 13 3	436 0 0	2,516 13 3	997 13 6	...	3 2 4	0 0 3	
330 12 3	96 11 5	427 7 8	43 4 1	...	2 8 8	0 0 7	
8,425 10 11	3,1"4 4 8	11,599 15 7	1,041 1 7	1,538 5 2	3 10 6	0 1 0	
61,302 7 1	18,870 10 9	80,173 1 10	17,485 13 5	5,519 5 3	3 5 2	0 11 8	
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
1,461 15 5	300 1 8	1,762 1 1	338 12 0	...	3 5 4	0 1 7	
1,100 1 11	200 10 4	1,300 12 3	683 7 7	...	2 12 5	0 1 0	
1,079 7 5	109 11 4	1,189 2 9	638 5 1	...	2 6 6	0 0 7	
1,515 7 10	175 3 1	1,690 10 11	277 13 0	...	3 2 5	0 1 2	
1,440 12 11	220 2 4	1,660 15 3	453 14 2	...	2 13 5	0 1 2	
1,775 13 11	317 10 2	2,093 8 1	149 0 5	...	2 10 5	0 1 2	
1,191 5 4	167 4 0	1,358 9 4	342 12 9	...	3 6 9	0 1 1	
1,143 6 7	175 9 0	1,318 4 7	631 2 5	...	3 12 1	0 2 0	
1,525 15 11	259 8 3	1,785 8 2	71 4 10	...	2 14 3	0 1 3	
12,234 7 3	1,925 12 2	14,160 3 5	3,586 8 3	...	2 15 6	0 1 3	
385 0 7	145 10 9	530 11 4	...	122 15 7	3 6 5	0 2 7	
958 3 6	296 12 6	1,255 0 0	16 11 4	...	2 11 0	0 1 2	
652 8 4	201 12 9	854 5 1	...	2 4 1	3 3 6	0 1 6	
666 4 7	239 1 11	905 6 6	...	371 8 3	2 9 1	0 0 10	
118 12 8	138 0 9	256 13 5	...	17 13 2	2 3 10	0 1 0	
215 15 4	119 10 9	335 10 1	...	185 1 3	7 15 6	0 3 3	
515 14 2	200 8 9	716 6 11	...	218 13 8	2 15 10	0 1 3	
639 13 6	188 4 9	828 2 3	133 7 7	...	3 11 0	0 0 9	
503 9 1	206 0 3	709 9 4	...	8 0 10	2 14 7	0 0 7	
558 0 9	226 12 9	784 13 6	297 12 1	...	2 4 4	0 0 5	
513 15 5	211 8 9	725 8 2	355 7 6	...	3 2 5	0 0 5	
907 0 10	320 15 6	1,282 0 4	289 7 8	...	3 1 1	0 0 11	
6,635 2 9	2,495 4 2	9,130 6 11	1,092 14 2	924 8 10	3 0 7	0 1 0	
2,676 13 10	414 10 4	3,091 8 2	...	423 12 3	3 4 7	0 1 5	
1,876 2 3	145 8 6	221 10 9	...	40 7 3	2 7 4	0 0 8	
1,741 4 8	120 15 6	1,862 4 2	677 7 8	...	2 5 8	0 0 9	
6,294 4 9	681 2 4	6,971 7 1	677 7 3	464 3 6	2 11 9	0 0 11	
2,075 13 5	455 0 10	2,530 14 3	290 5 0	...	2 15 0	0 0 4	
1,998 3 7	482 9 6	2,480 13 1	356 9 5	...	3 3 3	0 0 10	
1,786 10 8	451 6 1	2,238 0 9	259 11 5	...	2 14 2	0 0 7	
1,372 10 0	421 8 2	1,794 2 2	187 14 6	...	2 15 4	0 0 4	
1,394 3 2	399 8 4	1,793 11 6	361 0 2	...	3 0 1	0 0 9	
8,627 8 10	2,210 0 11	10,837 9 9	1,455 8 6	...	3 0 0	0 0 7	
600 7 6	41 15 3	642 6 9	...	326 13 3	2 9 8	0 4 2	
475 14 0	33 6 3	509 4 3	8 7 1	...	2 9 11	0 1 3	
574 11 6	28 9 11	603 5 5	...	123 4 7	3 10 8	0 1 6	
442 1 3	51 1 9	493 3 0	361 12 3	...	2 12 4	0 2 1	
702 12 5	82 9 2	785 5 7	..	210 9 7	3 15 4	0 1 7	
412 3 3	27 10 8	439 13 11	98 2 4	...	2 7 4	0 2 1	
3,208 1 11	265 5 0	3,473 6 11	468 5 8	660 11 5	2 15 10	0 2 1	
359 12 3	76 9 0	436 5 3	...	122 9 3	2 14 3	0 0 8	
297 13 5	62 9 0	360 6 5	177 9 7	...	2 13 1	0 1 4	
429 11 1	114 6 10	544 1 11	221 3 9	..	2 7 7	0 0 3	
158 8 0	46 4 6	204 12 6	107 13 0	...	4 5 9	3 1 11	
933 4 4	210 10 9	1,143 15 1	217 4 11	...	3 13 10	0 0 4	
1,151 9 7	263 0 0	1,314 9 7	...	238 2 6	3 7 9	0 15 9	
659 11 10	176 8 6	836 4 4	60 7 2	...	2 8 2	0 0 7	
433 12 11	90 13 6	524 10 5	44 7 6	...	2 5 3	0 0 5	
4,824 3 5	1,040 14 1	5,365 1 6	828 13 11	360 11 9	3 0 4	0 5 1	

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
							2nd CIRCLE, DEPARTMENT		
Hulkabundi Schools.	Jalon.	Otta, ...	17	On different dates.	423	11	...	434	340·64
		Kunar, ...	7		140	12	...	152	153·67
		Jaloun, ...	10		212	3	...	215	197·34
		Oraie, ...	9		171	22	...	193	170·05
		Konch, ...	3		67	1	...	68	62·78
		Madhogurh, ...	6		157	5	...	162	176 58
		Total, ...	52		1,170	54	...	1,224	1,101·06
	Jhansie.	Jhansie, ...	16	On different dates.	477	6	...	483	468·00
		Mote, ...	16		447	6	...	453	458·00
		Gurotha, ...	16		428	5	...	433	411·00
		Mow, ...	15		399	15	...	414	429·00
		Purwaha, ...	14		355	12	...	367	364·00
		Total, ...	77		2,106	44	...	2,150	2,130·00
	Muttra.	Huzoor Tuhseel, ...	6	On different dates.	110	8	...	118	127·16
		Areeng, ...	18		432	1	...	433	441·14
		Chhatta, ..	18		454	2	...	456	451·36
		Kosee, ...	15		347	11	...	358	371·27
		Nowjheel, ...	32		627	7	...	634	608·86
		Mahabun, ...	31		544	1	...	545	540·71
		Sadabad, ...	25		363	30	...	593	638·62
		Jalaisur. ...	26		442	17	...	459	453·09
		Total, ...	171		3,519	77	...	3,596	3,632·21
	Mynpoory.	Mynpoory, ...	26	On different dates.	644	37	...	681	727·95
		Kurhul, ...	18		496	12	...	508	463·84
		Bhongaon, ...	32		1,129	41	...	1,170	1,059·68
		Mustafabad, ...	34		831	21	...	852	860·86
		Shekoabad, ...	24		581	12	...	593	587·53
		Total, ...	134		3,681	123	...	3,804	3,699·86
		Grand Total, ...	1,071		27,594	1,229	7	28,830	27,448·45
							3rd CIRCLE, DEPARTMENT		
	Allahabad.	Arail, ...	15	On different dates.	215	162	...	377	335·63
		Bara, ...	24		297	83	...	380	341·18
		Chail, ...	20		274	223	...	497	467·12
		Handia, ...	18		206	237	...	443	414·74
		Kara, ...	15		163	152	...	315	299·33
		Khyragurh, ...	32		354	210	...	564	422·94
		Puchhim Serai, ...	8		72	93	...	165	155·15
		Phoolpore, ...	14		272	159	...	431	419·32
		Soram, ...	16		200	168	...	368	341·54
		Total, ...	162		2,053	1,487	...	3,540	3,196 95
	Azimgurh.	Juanpore, ...	15	On different dates.	460	27	...	487	390·84
		Deogaon, ...	14		341	84	...	425	360·10
		Huzoor Tuhseel, ...	16		568	54	...	622	519·81
		Mahul, ...	16		392	65	...	451	392 10
		Mahomedabad, ...	16		489	35	...	524	460·21
		Nagra, ...	11		320	13	...	333	285 10
		Total, ...	88		2,570	278	...	2,848	2,408 26
	Banda.	Ougasi, ...	25	On different dates.	345	60	..	405	285·48
		Badousa, ...	20		271	3	...	274	149·89
		Chhibou, ...	21		518	52	...	570	380 02
		Dursenda, ...	18		395	17	...	412	244·46
		Huzoor Tuhseel, ...	27		623	39	...	662	412 52
		Pilani, ...	21		453	17	...	470	266·44
		Semoni, ...	9		145	...	...	145	86·81
		Sihonda, ...	22		497	6	...	503	300·14
		Tirouhan, ...	16		436	62	...	498	267 12
		Total, ...	179		3,683	256		3,939	2,392·88

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.											
							1 Anna.	Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	10	...	424	...	"	554 0 11	...	541 13 11	...
...	...	...	12	...	140	...	"	386 12 6	...	377 8 0	131 8 0
...	...	...	...	...	215	...	"	823 2 3	...	818 2 0	...
...	...	...	43	...	150	...	"	855 15 6	...	850 11 0	...
...	...	...	1	...	67	...	"	105 4 0	...	102 10 0	...
...	...	...	5	...	157	...	"	440 10 0	...	431 6 6	...
...	...	...	71	...	1,153	...	"	3,165 13 2	...	3,122 3 5	131 8 0
...	...	...	...	...	483	...	1 Anna.	567 14 6	...	552 8 0	...
...	...	...	...	...	453	...	"	498 1 5	...	484 0 5	...
...	...	...	...	...	433	...	"	501 0 3	...	489 12 9	...
...	...	...	20	...	408	...	"	443 14 0	...	426 12 6	...
...	...	...	4	...	465	...	"	396 8 9	...	386 12 0	...
...	...	...	24	...	2,142	...	"	2,407 6 11	...	2,339 13 8	...
...	...	...	...	...	118	...	1 Anna	63 11 11	...	49 12 10	177 8 0
...	...	...	...	...	433	...	"	69 15 7	...	41 7 0	911 4 0
...	...	...	...	...	456	...	"	65 15 11	...	36 6 0	928 0 0
...	...	...	...	...	358	...	"	25 5 0	...	...	828 0 0
...	...	...	...	...	634	...	"	67 4 3	...	26 6 9	1,718 6 0
...	...	...	...	...	541	...	"	58 4 5	...	26 13 5	1,475 1 0
...	..	11	5	...	593	...	"	64 2 4	...	0 1 4	1,320 2 0
...	...	5	6	...	459	...	"	78 13 10	...	38 7 7	1,256 6 6
...	...	16	11	...	3,592	...	"	493 9 3	...	219 6 11	8,596 11 6
...	...	...	80	...	627	...	1 Anna.	114 7 6	...	...	2,029 5 0
...	...	...	39	...	441	...	"	50 10 9	...	...	1,615 8 0
...	...	...	107	...	1,170	...	"	107 11 4	...	...	2,478 11 9
...	...	...	15	...	852	...	"	104 2 6	...	...	2,615 2 0
...	...	...	75	...	593	...	"	85 10 11	...	...	2,535 5 0
...	...	...	266	...	3,733	...	"	462 11 0	...	...	11,273 15 9
77	...	231	1,464	...	27,343	...	"	8,083 2 3	...	6,252 11 3	71,257 7 2
PUBLIC INSTRUCTION, N. W. P.											
...	...	45	298	...	176	...	1 Anna.	11 7 0	...	998 8 10	...
...	...	20	143	...	326	...	"	7 13 0	...	1,458 0 0	...
...	...	144	319	...	214	...	"	24 9 3	...	1,314 1 10	...
...	...	62	256	...	224	...	"	10 2 0	...	1,131 9 6	...
...	...	125	209	...	148	...	"	7 14 9	...	821 1 6	...
...	...	8	154	...	487	...	"	6 12 3	...	2,234 2 3	...
...	...	22	62	...	150	...	"	4 12 0	...	860 7 0	...
...	...	63	218	...	301	...	"	15 0 0	...	1,155 12 2	...
...	...	72	282	...	276	...	"	12 0 0	...	1,389 13 4	...
...	...	561	1,941	...	2,302	...	"	100 6 3	...	12,361 8 5	...
...	...	25	75	...	465	...	1 Anna.	28 12 0	...	1,240 5 3	81 6 0
...	..	20	50	...	402	...	"	29 4 0	...	792 13 0	96 0 0
...	...	25	85	...	595	...	"	33 10 0	...	1,539 0 9	57 9 0
...	...	19	59	...	425	...	"	25 14 0	...	1,431 6 6	80 0 0
...	...	15	100	...	513	...	"	28 3 0	...	1,205 6 4	74 0 0
...	...	15	85	...	325	..	"	4 1 0	...	1,234 8 9	128 2 0
...	...	119	454	...	2,945	...	"	149 12 0	...	7,443 8 7	517 1 0
...	...	...	...	...	417	...	1 Anna.	10 11 0	...	1,902 0 0	...
...	...	...	9	...	265	...	"	3 10 0	...	1,375 0 0	...
...	...	...	43	...	527	...	"	15 0 0	...	1,014 6 8	...
...	...	...	26	...	386	...	"	14 7 0	...	1,588 13 0	...
...	...	...	94	...	651	...	"	41 11 0	...	1,519 0 0	...
...	...	...	36	...	443	...	"	13 9 0	...	1,923 3 6	...
...	...	...	...	...	145	...	"	...	...	523 12 6	...
...	...	...	...	...	514	...	"	12 0 0	13	1,538 0 0	...
...	...	...	320	...	178	...	"	13 8 0	...	1,018 0 0	..
...	..	...	528	...	3,526	...	"	124 8 0	13	12,402 3	...

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Receipts.—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
							2nd CIRCLE, DEPARTMENT	
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Hulkabundi Schools.	Jaloun.	Otta, ...	17	On different dates.	131 5 0	...	...	1,227 3 10
		Kunar, ...	7		60 7 0	...	...	956 3 6
		Jaloun, ...	10		104 6 0	...	...	1,745 10 3
		Oraie, ...	9		85 14 0	...	...	1,792 8 6
		Konch, ...	3		25 12 0	...	...	233 10 0
		Madhogurh, ...	6		93 1 0	...	...	965 1 6
		Total, ...	52		500 13 0	...	...	6,920 5 7
	Jhansie.	Jhansie, ...	16	On different dates.	27 0 0	...	...	1,147 6 6
		Mote, ...	16		25 8 0	...	...	1,007 9 10
		Gurotha, ...	16		21 12 0	...	...	1,012 9 0
		Mow, ...	15		60 0 0	...	...	930 10 6
		Purwaha, ...	14		42 12 0	...	...	826 0 9
		Total, ...	77		177 0 0	...	...	4,924 4 7
	Muttra.	Huzoor Tuhseel, ...	6	On different dates.	28 2 0	...	0 2 0	319 4 9
		Areeng, ...	18		46 7 0	...	8 4 0	1,077 5 7
		Chhatta, ...	18		48 5 2	...	3 0 0	1,081 11 0
		Kosee, ...	15		28 2 0	...	3 12 0	885 3 0
		Nowjheel, ...	32		155 2 0	...	8 4 0	1,975 7 0
		Mahabun, ...	31		131 11 0	...	13 14 0	1,705 11 10
		Sadabad, ...	25		139 0 0	...	22 12 0	1,528 1 8
		Jalaisur. ...	26		85 10 0	...	18 12 0	1,478 1 11
		Total, ...	171		662 7 2	...	78 12 0	10,050 14 10
	Mynpoory.	Mynpoory, ...	26	On different dates.	...	...	...	2,143 12 6
		Kurhul, ...	18		...	...	...	1,666 2 9
		Bhongaon, ...	32		...	...	...	2,586 7 1
		Mustafabad, ...	34		...	...	...	2,719 4 6
		Shekoabad, ...	24		...	...	...	2,620 15 11
		Total, ...	134		...	...	...	11,736 10 9
		Grand Total, ...	1,071		2,990 0 2	...	690 8 9	89,273 13 7
							3rd CIRCLE, DEPARTMENT	
	Allahabad.	Arail, ...	15	On different dates.	...	...	6 8 0	1,016 7 10
		Bara, ...	24		...	...	7 6 0	1,473 3 9
		Chail, ...	20		...	...	6 12 0	1,345 7 1
		Handia, ...	18		...	...	...	1,141 11 6
		Kara, ...	15		...	...	24 7 0	853 7 3
		Khyragurh, ...	32		...	...	8 8 0	2,249 6 6
		Puchhim Seral, ...	8		...	...	3 0 0	868 3 0
		Phoolpore, ...	14		...	...	...	1,170 12 2
		Soram, ...	16		...	...	...	1,399 13 4
		Total, ...	162		...	...	56 9 0	11,518 7 8
	Azimgurh.	Juanpore, ...	15	On different dates.	10 0 0	...	...	1,360 7 3
		Deogaon, ...	14		13 0 0	...	...	931 1 0
		Huzoor Tuhseel, ...	16		12 0 0	...	...	1,642 3 9
		Mahul, ...	16		13 0 0	...	...	1,550 4 6
		Mahomedabad, ...	16		12 0 0	...	...	1,319 9 4
		Nagra, ...	11		9 0 0	...	...	1,375 11 9
		Total, ..	88		69 0 0	...	...	8,179 5 7
	Banda.	Ougasi, ...	25	On different dates.	...	...	...	1,912 11 0
		Badousa, ...	20		...	...	...	1,378 10 0
		Chhibou, ...	21		...	...	...	1,029 6 8
		Dursenda, ...	18		...	...	...	1,603 4 0
		Huzoor Tuhseel, ...	27		...	...	...	1,560 11 0
		Pilani, ...	21		...	...	...	1,936 12 6
		Semoni, ...	9		...	...	...	523 12 6
		Sihonda, ...	22		...	...	...	1,563 0 0
		Tirouhan, ...	16		...	...	...	1,031 8 0
		Total, ...	179		...	...	...	12,539 11 8

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
791 14 4	343 1 9	1,135 0 1	92 3 9	...	3 5 4	1 10 0	
539 10 6	191 4 6	730 15 0	225 4 6	...	4 12 1	2 8 3	
737 3 9	216 1 3	953 5 0	792 5 3	...	4 13 4	4 2 9	
552 11 2	145 13 0	698 8 2	1,094 0 4	...	4 1 10	5 0 6	
183 1 2	117 3 8	300 4 10	...	66 10 10	4 12 6	1 10 10	
499 7 10	147 5 0	647 6 10	317 10 8	...	3 10 8	2 7 11	
3,304 0 9	1,161 7 2	4,465 7 11	2,524 8 6	66 10 10	4 0 11	2 14 0	
958 10 6	42 6 6	1,001 1 0	146 5 6	...	2 2 3	1 3 5	
953 12 8	39 9 0	993 5 8	14 4 2	...	2 2 8	1 1 5	
888 9 7	32 15 6	921 9 1	90 15 11	...	2 3 11	1 3 6	
926 5 11	77 1 6	1,003 7 5	...	72 12 11	2 5 5	1 0 7	
768 1 6	52 8 9	820 10 3	5 6 6	...	2 4 1	1 1 5	
4,495 8 2	244 9 3	4,740 1 5	257 0 1	72 12 11	2 3 7	1 2 1	
272 5 0	48 15 4	321 4 4	...	1 15 7	2 8 5	0 8 0	
979 8 9	81 8 10	1,061 1 7	16 4 0	...	2 6 5	0 2 6	
973 0 6	84 8 6	1,057 9 0	24 2 1	...	2 5 1	0 2 4	
828 0 0	55 9 0	883 9 0	1 10 0	...	2 6 2	0 1 1	
1,736 1 0	207 12 1	1,943 13 1	31 9 11	...	3 3 1	0 1 9	
1,475 1 11	179 3 11	1,654 5 10	51 6 0	...	3 1 0	0 1 9	
1,302 2 0	224 11 10	1,526 13 10	1 3 10	...	2 6 3	0 1 7	
1,315 8 11	148 15 3	1,464 8 2	13 9 9	...	3 3 10	0 2 9	
8,881 12 1	1,031 4 9	9,913 0 10	139 13 7	1 15 7	2 11 9	0 2 2	
1,606 13 2	205 1 6	1,811 14 8	331 13 10	...	2 7 11	0 2 6	
1,196 15 5	85 8 9	1,282 8 2	383 10 7	...	2 12 5	0 1 9	
2,257 15 11	260 13 4	2,518 13 3	67 9 10	...	2 6 1	0 1 7	
2,148 0 2	197 7 6	2,345 7 8	373 12 10	...	2 11 7	0 1 11	
1,897 7 0	186 15 5	2,084 6 5	536 9 6	...	3 8 9	0 2 4	
9,107 3 8	935 14 6	10,043 2 2	1,693 8 7	...	2 11 5	0 2 0	
67,112 5 7	11,991 10 4	79,103 15 11	12,721 8 6	2,551 10 10	2 14 1	0 4 8	
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
1,072 0 1	479 0 0	1,551 0 1	...	534 8 3	4 9 11	0 0 7	
1,389 15 5	269 6 0	1,659 5 5	...	186 2 5	4 13 10	0 0 4	
349 4 8	1,575 8 11	2,924 13 7	...	1,579 6 6	6 4 2	0 0 10	
1,148 9 9	243 8 0	1,392 1 9	...	250 6 3	3 7 0	0 0 5	
919 13 8	492 13 0	1,412 10 8	...	559 3 5	4 11 6	0 0 5	
2,059 10 11	829 0 0	2,888 10 11	...	639 4 5	6 13 3	0 0 3	
549 5 2	472 0 0	1,021 5 2	...	153 2 2	7 9 4	0 0 6	
1,154 3 5	1,408 12 0	2,562 15 5	...	1,392 3 3	6 1 10	...	
1,143 12 4	1,329 0 0	2,472 12 4	...	1,702 15 0	7 3 10	...	
10,786 11 5	7,098 15 11	17,885 11 4	...	6,367 3 8	5 7 1	0 0 6	
791 2 0	177 13 8	968 15 3	391 8 0	...	2 7 8	0 1 2	
886 0 0	316 8 10	1,212 8 0	...	281 7 10	3 5 10	0 1 4	
1,116 10 0	256 2 3	1,372 12 3	269 7 6	...	2 10 3	0 1 0	
1,041 0 0	187 13 10	1,228 13 10	321 6 8	...	3 2 2	0 1 1	
1,175 4 0	209 14 3	1,385 2 3	...	65 8 11	3 2 2	0 1 0	
711 8 0	144 6 4	855 14 4	519 13 5	...	3 0 0	0 0 3	
5,731 8 0	1,292 10 9	7,024 2 9	1,502 3 7	347 0 9	2 14 8	0 1 0	
1,269 3 5	63 3 0	1,332 6 5	580 4 7	...	3 4 7	0 0 5	
950 11 1	55 6 0	1,036 1 1	342 8 11	...	3 12 6	0 0 3	
1,295 8 8	71 0 0	1,366 8 8	...	337 2 0	2 6 4	0 0 5	
951 5 5	50 7 0	1,001 12 5	601 7 7	...	2 6 11	0 0 7	
2,108 0 5	545 0 3	2,653 0 8	...	1,092 5 8	4 0 1	0 1 0	
1,185 11 10	54 13 0	1,240 8 10	196 3 8	...	2 10 5	0 0 5	
503 12 6	20 0 0	523 12 6	...	...	3 9 8	...	
1,328 0 8	83 12 0	1,412 8 8	150 7 4	...	2 12 11	0 0 5	
983 3 5	55 8 0	1,038 11 5	...	7 3 5	2 1 4	0 0 4	
10,606 5 5	999 1 3	11,605 6 8	1,871 0 1	1,436 11 1	2 15 2	0 0 6	

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
							3RD CIRCLE, DEPARTMENT		
Helkabundi Schools.	Benares.	Chandowli Tuhseel,	14	On different dates.	436	20	...	456	255·41
		Huzoor Tuhseel, ...	16		540	13	...	553	373·50
		Total, ...	30		976	33	...	1,009	628·91
	Futtehpore.	Ghazeepore Tuhseel,	15	On different dates.	459	15	...	474	362·55
		Huzoor Tuhseel, ...	11		340	19	...	359	241·39
		Khaga, ...	13		299	102	...	401	296·45
		Khakreru, ...	6		110	26	...	136	91·70
		Kora, ...	11		384	143	...	527	440·56
		Kulianpore, ...	11		367	129	...	496	398·41
		Total, ...	67		1,959	434	...	2,393	1,831·06
	Ghazeepore.	Balya, ...	28	On different dates.	696	69	...	765	646·75
		Ghazeepore, ...	24		544	134	...	678	536·07
		Mahomdabad, ...	14		380	124	...	504	430·00
		Rusra, ...	12		348	19	...	367	355·18
		Sydpore, ...	18		640	85	...	725	649·27
		Zamania, ...	22		686	101	...	787	670·22
		Total, ...	118		3,294	532	...	3,826	3,287·49
	Goruckpore.	Bansgaon, ...	48	On different dates.	1,396	29	...	1,425	1,358·54
		Bansi, ...	42		903	254	...	1,157	1,420·32
		Captaingunj, ...	46		897	128	...	1,025	1,155·02
		Demaria, ...	60		2,336	192	...	2,528	2,162·99
		Huzoor Tuhseel, ...	9		355	50	...	405	332·89
		Khalilabad, ...	56		1,737	182	...	1,919	1,592·24
		Munsurgunj, ...	50		1,492	80	...	1,572	1,315·85
		Pudrona, ...	40		1,063	57	...	1,120	914·90
		Total, ...	351		10,179	972	...	11,151	10,252·75
	Jounpore.	Huzoor Tuhseel, ...	22	On different dates.	611	55	...	666	561·75
		Kerakut, ...	10		265	3	...	268	203·57
		Kothun, ...	21		546	84	...	630	495·88
		Muchhlishuhur, ...	16		392	21	...	413	389·67
		Mundiahun, ...	21		626	22	...	648	524·95
		Total, ...	90		2,440	185	...	2,625	2,184·82
	Mirzapore.	Chunar, ...	21	On different dates.	763	89	...	852	477·07
		Huzoor Tuhseel, ...	33		902	48	...	950	767·44
		Robertsgunj, ...	10		205	28	...	233	101·38
		Total, ...	64		1,870	165	...	2,035	1,345·89
		Grand Total, ...	1,149		29,024	4,342	...	33,366	27,528·91
							KUMAON CIRCLE, DEPART		
	Gurhwal.	Sreenuggur, ...	42	1863.	2,011	...	116	2,127	991
		GRAND TOTAL,	3,092		18,590	11,146	125	89,861	80,084·36

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.								Rs. As. P.		Rs. As. P.	Rs. As. P.
42	...	30	65	...	456	...	1 Anna.	20 0 0	...	1,121 4 2	183 0 0
18	...	5	115	...	553	...	"	37 8 0	...	1,447 4 7	82 8 0
60	...	35	180	...	1,009	...	"	57 8 0	...	2,568 8 9	265 8 0
...	...	8	29	...	458	...	1 Anna	9 0 6	...	695 0 9	...
...	...	22	7	...	346	...	"	12 15 0	...	570 2 3	...
...	...	32	72	...	318	...	"	4 8 6	...	941 4 11	...
...	...	25	48	...	98	...	"	8 9 0	...	746 12 9	...
...	...	...	35	...	503	...	"	4 13 0	...	764 12 6	...
...	...	...	35	...	469	...	"	11 9 6	...	815 7 7	...
...	...	87	226	...	2,192	...	"	51 7 6	...	4,533 8 9	...
...	...	71	149	...	687	...	1 Anna.	15 11 0	...	1,710 9 3	...
...	...	...	175	...	605	...	"	17 15 0	...	1,487 2 5	...
...	...	...	73	...	445	...	"	14 12 0	...	1,004 10 10	...
...	...	...	56	...	355	...	"	14 7 0	...	842 0 9	...
...	...	...	187	...	656	...	"	26 15 0	...	1,118 10 6	...
...	...	...	165	...	715	...	"	31 4 0	...	1,153 10 6	...
...	...	71	805	...	3,463	...	"	121 0 0	...	7,316 12 8	...
...	...	16	20	...	1,405	...	1 Anna.	15 6 0	...	2,300 8 3	95 0 0
...	...	24	14	...	1,133	...	"	...	...	5,028 2 6	90 0 0
...	...	...	...	...	1,025	...	"	...	...	4,393 1 3	42 0 0
...	...	122	218	...	2,310	...	"	22 2 0	...	4,794 0 6	194 0 0
...	...	...	...	...	405	...	"	...	...	657 1 3	20 0 0
...	...	45	60	...	1,859	...	"	...	...	4,415 14 6	184 0 0
...	...	...	...	...	1,572	...	"	7 0 0	...	3,585 11 3	50 0 0
...	...	6	19	...	1,101	...	"	...	...	3,301 1 0	27 0 0
...	...	213	331	...	10,810	...	"	44 8 0	...	28,475 8 6	702 0 0
...	...	...	90	...	576	...	1 Anna	38 12 6	...	1,519 12 3	...
...	...	...	56	...	222	...	"	27 6 0	...	562 4 3	...
...	...	...	20	...	610	...	"	31 8 0	...	1,308 15 6	...
...	...	...	...	...	413	...	"	27 6 0	...	1,423 4 0	...
...	...	...	...	...	648	...	"	27 6 0	...	1,564 14 6	...
...	...	...	166	...	2,469	...	"	152 6 6	...	6,379 3 6	...
...	...	...	35	...	852	...	1 Anna.	25 0 0	...	1,259 9 9	104 9 0
...	...	...	50	...	950	...	"	25 0 0	...	2,715 6 0	175 7 0
...	...	...	11	...	233	...	"	...	...	420 13 3	...
...	...	...	96	...	2,035	...	"	50 0 0	...	4,395 13 0	280 0 0
60	...	879	4,415	...	20,842	...	"	851 8 3	13	84,876 10 10	1,764 9 0
MENT PUBLIC INSTRUCTION, N. W. P.											
...	...	...	...	...	2,127	...	"	1,596 13 0	...	1,585 12 0	...
137	...	18,043	19,775	...	62,800	...	"	28,214 8 3	13	1,08,788 0 6	1,27,407 10 0

APPEN

TABLE No. 3 A.—*I. Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Institutions.	Number of Schools.	When Established.	Receipts—(Concluded). Fees, Fines, &c.	Receipts—(Concluded). Sale of Books.	Receipts—(Concluded). Other sources.	Receipts—(Concluded). Total.
1.	2.		2a.	3.	15.	16.	17.	18.
						3RD CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As. P.
HULKABUSDI SCHOOLS.	BENARES.	Chandowli Tuhseel,	14	On different dates.	...	...	...	1,324 4 2
		Huzoor Tuhseel, ...	16		...	...	...	1,567 4 7
		Total, ...	30		...		...	2,891 8 9
	FUTTEHPORE.	Ghazeepore Tuhseel,	15	On different dates.	...	...	...	704 1 3
		Huzoor Tuhseel, ...	11		...	...	...	583 1 3
		Khaga, ...	13		...	...	...	945 13 5
		Khakreru, ...	6		...	...	...	755 5 9
		Kora, ...	11		...	...	...	769 9 6
		Kullanpore, ...	11		...	...	...	827 1 1
		Total, ...	67		...		...	4,585 0 3
	GHAZEEPORE.	Balya, ...	28	On different dates.	...	...	...	1,726 4 8
		Ghazeepore, ...	24		...	...	...	1,505 1 5
		Mahomdabad, ...	14		...	...	...	1,019 6 10
		Rusra, ...	12		...	...	...	856 7 9
		Sydpore, ...	18		...	...	...	1,145 9 6
		Zamania, ...	22		...	...	...	1,184 14 6
		Total, ...	118		...			7,437 12 8
	GORUCKPORE.	Bansgaon, ...	48	On different dates.	...	...	...	2,410 14 3
		Bansi, ...	42		...	...	...	5,118 2 6
		Captaingunj, ...	46		...	...	...	4,435 1 3
		Demaria, ...	60		...	...	...	5,010 2 6
		Huzoor Tuhseel, ...	9		...	...	...	677 1 3
		Khalilabad, ...	56		...	...	...	4,599 14 6
		Munsurgunj, ...	50		...	...	...	3,642 11 3
		Pudrona, ...	40		...	...	...	3,328 1 0
		Total, ...	351		...			29,222 0 6
	JOUNPORE.	Huzoor Tuhseel, ...	22	On different dates.	...	...	...	1,558 8 9
		Kerakut, ...	10		...	...	...	589 10 3
		Kothun, ...	21		...	...	...	1,340 7 6
		Muchhlishuhur, ...	16		...	...	...	1,450 10 0
		Mundiahun, ...	21		...	...	...	1,592 4 6
		Total, ...	90		...			6,531 9 0
	MIRZAPORE.	Chunar, ...	21	On different dates.	...	...	...	1,389 2 9
		Huzoor Tuhseel, ...	33		...	...	...	2,915 13 0
		Robertsgunj, ...	10		...	...	...	420 13 3
		Total, ...	64		...			4,725 13 0
		GRAND TOTAL, ...	1,149		69 0 0		56 9 0	87,631 5 1
						KUMAON CIRCLE, DEPART		
	GURHWAL.	Sreenuggur, ...	42	1863.	49 10 8	...	...	3,232 3 8
		GRAND TOTAL,	3,092		7,106 11 10		447 1 9	2,72,277 0 4

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES:
Bareilly, the 10th July, 1865.

DIX F.

Education, for the year 1864-65.

LOWER CLASS (HULKABUNDI SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs As P.	Rs. As. P.	
894 9 9	213 9 0	1,108 2 9	216 1 5	...	4 5 5	0 1 4	
1,049 4 1	362 14 0	1,411 14 1	155 6 6	...	3 12 6	0 1 7	
1,943 13 10	576 3 0	2,520 0 10	371 7 11	...	4 0 1	0 1 0	
876 0 0	24 8 6	900 8 6	...	196 7 3	2 7 9	0 0 5	
676 12 0	16 12 0	693 8 0	...	110 6 9	2 14 0	0 0 10	
764 0 0	70 8 6	834 8 6	111 4 11	...	2 13 0	0 0 3	
339 0 0	157 14 1	496 14 1	258 7 8	...	5 6 8	0 1 6	
651 8 6	33 5 6	684 14 0	84 11 6	...	1 8 10	0 0 2	
910 0 7	11 9 6	921 10 1	...	94 9 0	2 5 0	0 0 6	
4,217 5 1	314 10 1	4,531 15 2	454 8 1	401 7 0	2 7 7	0 0 5	
1,882 0 4	241 11 0	2,123 11 4	...	397 6 8	3 4 7	0 0 5	
1,431 8 10	332 15 0	1,764 7 10	...	259 6 5	3 4 8	0 0 6	
911 13 4	259 5 0	1,171 2 4	...	151 11 6	2 11 7	0 0 7	
772 1 6	90 7 0	862 8 6	...	6 0 9	2 6 10	0 0 8	
1,223 9 0	377 4 0	1,600 13 0	...	455 3 6	2 7 5	0 0 8	
1,434 14 1	465 5 0	1,900 3 1	...	715 4 7	2 13 4	0 0 9	
7,655 15 1	1,766 15 0	9,422 14 1	...	1,985 1 5	2 13 10	0 0 7	
2,734 12 8	1,003 3 0	3,737 15 8	...	1,327 5 5	2 12 0	0 0 2	
2,198 3 2	101 0 0	2,299 3 2	2,818 15 4	...	1 2 2	0 0 0	
2,029 14 3	78 8 0	2,108 6 3	2,326 11 0	...	1 10 7	0 0 0	
2,857 0 2	542 14 0	3,399 14 2	1,610 4 4	...	1 8 11	0 0 2	
875 15 3	637 5 0	1,513 4 3	...	836 3 0	4 8 11	0 0 0	
2,786 10 5	701 4 0	3,487 14 5	1,112 0 1	...	2 5 10	0 0 0	
2,092 7 8	170 6 0	2,262 13 8	1,379 13 7	...	1 11 6	0 0 1	
1,392 9 7	147 0 0	1,539 9 7	1,788 7 6	...	1 11 0	0 0 0	
16,967 9 2	3,381 8 0	20,349 1 2	11,036 3 10	2,163 4 5	1 14 11	0 0 1	
1,328 5 4	261 8 6	1,589 13 10	...	31 5 1	2 13 3	0 1 1	
578 13 10	109 12 3	688 10 1	...	98 15 10	2 6 1	0 2 2	
1,262 10 10	138 0 6	1,400 11 4	...	60 3 10	2 13 2	0 1 0	
997 0 0	67 12 0	1,064 12 0	385 14 0	...	2 10 9	0 1 1	
1,271 9 7	59 13 6	1,331 7 1	260 13 5	...	2 8 6	0 0 10	
5,438 7 7	636 14 9	6,075 6 4	646 11 5	190 8 9	2 12 6	0 1 1	
1,181 6 5	437 12 0	1,619 2 5	...	229 15 8	3 6 3	0 0 10	
1,975 9 0	829 12 0	2,805 5 0	110 8 0	...	3 9 9	0 0 6	
570 12 0	36 12 0	607 8 0	...	186 10 9	5 15 2	0 0 0	
3,727 11 5	1,304 4 0	5,031 15 5	110 8 0	416 10 5	3 12 8	0 0 7	
67,075 7 0	17,371 2 9	84,446 9 9	11,843 2 10	8,658 7 6	3 1 ½	0 0 5	
MENT PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
3,151 12 5	11 1 0	3,162 13 5	67 6 3	...	3 3 1	1 9 8	
1,98,642 0 1	48,244 8 10	2,46,886 8 11	42,119 15 1	16,729 7 7	3 2 0	0 10 0	

T. B. CANN,

Offg. Director of Public Instruction,

North-Western Provinces.

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2 *a*.	3.	4.	5.	6.	7.	8.
						1st CIRCLE, DEPARTMENT			
Female Schools.	Allygurh.	Allygurh, ...	2	9th March, 1863,	66	1	...	67	68
		Hathras, ...	8	1st August, „	148	8	...	156	136
		Khyr, ...	2	1st July, „	23	5	...	28	27
		Iglass, ...	2	1st October, „	18	4	...	22	24
		Secundra Rao, ...	2	1st Sept., „	99	2	...	101	99
		Atrowli, ...	3	15th „ „	53	...	...	53	54
		H. B. Female Schools,	21	1863.	424	8	...	432	426
		Total, ...	40		831	28	...	859	834
	Meerut.	Meerut, ...	2	17th March, 1863,	20	13	...	33	29
		Sirdhana, ...	12	1st Feby., 1864,	278	25	...	303	226
		Burote, ...	6	1st Nov., 1863,	97	...	...	97	89
		Ghazeeabad, ...	4	12th March, „	35	9	...	44	40
		Hauper, ...	14	14th April, „	257	12	...	267	267
		Total, ...	38		687	59	...	746	651
	Boolundshuhur.	Anoopshuhur, ...	8	1st April, 1863,	143	1	...	144	129
		Khoorja, ...	3	20th March, „	34	10	...	44	44
		Secundrabad, ...	1	17th Jan., 1864,	10	...	...	10	10
		H. B. Female Schools,	8	„	183	10	...	193	180
		Total, ...	20		370	21	...	391	363
	Mozuffernuggur.	Mozuffernuggur, ...	1	1st April, 1864,	14	...	...	14	14
		Shamli, ...	1	1st Aug., 1863,	...	16	...	16	16
		Boorhana, ...	1	1st Dec., „	20	...	...	20	16
		Jansuth, ...	1	1st Jan., 1864,	16	...	...	16	13
		H. B. Female Schools,	10	1864.	112	38	...	150	134
		Total, ...	14		162	54	...	216	193
	Saharunpore.	Saharunpore, ...	3	1st Dec., 1863.	...	50	...	50	55
		Roorkee, ...	2	Sept., 1864.	...	39	...	39	38
		Deobund, ...	5	May, „	29	59	...	88	84
		Nakoor, ...	2	Do., „	...	44	...	44	39
		Total, ...	12		29	192	...	221	216
	Dehra Doon.	Dehra Doon, ...	1	1864.	7	...	...	7	8
	Bareilly.	Bareilly, ...	2	23rd March, 1864,	...	32	...	32	28
		Beesulpore, ...	1	21st Jan., 1865,	...	24	...	24	24
		Shahie, ...	1	1st June, 1864,	...	7	...	7	7
		Total, ...	4		...	63	...	63	59
	Budaon.	Budaon, ...	1	9th April, 1865,	...	23	...	23	16
		Datagunj, ...	1	11th Ditto, „	...	19	...	19	16
		H. B. Female Schools,	12	„	189	80	...	269	24
		Total, ...	14		189	122	...	311	273
	Moradabad.	Moradabad, ...	3	9th Febry., 1864,	...	84	...	84	56
		Belari, ...	1	9th Jan., „	...	12	...	12	9
		Total, ...	4		...	96	...	96	65
	Shahjehanpore.	Shahjehanpore, ...	10	8th Aug., 1858,	139	...	...	139	137
		Powayan, ...	4	1st Jan., 1864,	80	...	...	80	71
		Tilhur, ...	1	1st Jan., 1865,	12	...	...	12	12
		Total, ...	15		231	...	...	231	220
		Grand Total, ...	162		2,506	635	...	3,141	2,882

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	...	...	67	...	...	140 1 0	...	...	25 7 7
...	...	...	...	...	156	...	...	447 6 0	...	...	121 7 2
...	...	...	...	...	28	...	...	133 5 0	...	...	14 5 7
...	...	...	...	...	22	...	...	77 8 0	...	...	23 5 11
...	...	...	...	...	101	...	...	225 2 0	...	...	83 1 8
...	...	...	...	...	53	...	...	151 7 7	...	...	31 14 5
...	...	...	5	...	427	...	...	7 2 5	...	...	889 10 3
...	...	...	5	...	854	...	...	1,182 0 0	...	...	1,189 4 7
...	...	...	13	...	20	...	...	...	...	...	87 6 1
...	...	...	25	...	278	...	...	...	...	...	369 5 0
...	...	...	...	...	97	...	...	...	...	...	184 10 6
...	...	...	9	...	35	...	...	...	...	...	123 1 8
...	...	...	12	...	257	...	...	...	...	...	409 1 5
...	...	...	59	...	687	...	...	...	...	...	1,173 8 8
...	...	...	1	...	143	...	...	384 9 5	...	...	...
...	...	...	10	...	34	...	...	171 7 4	...	...	...
...	...	...	...	...	10	...	...	12 14 0	...	...	...
...	...	...	9	...	184	...	...	114 7 3	...	33 6 0	...
...	...	...	20	...	371	...	...	633 6 0	...	33 6 0	...
...	...	...	...	...	14	...	...	4 4 0	...	0 4 0	...
...	...	...	16	...	...	...	...	49 0 6	...	1 0 6	...
...	...	...	...	...	20	...	...	21 3 0	...	1 3 0	...
...	...	...	...	...	16	...	...	51 2 0	...	3 2 0	...
...	...	...	38	...	112	...	...	188 13 7	...	188 13 7	...
...	...	...	54	...	162	...	...	314 7 1	...	194 7 1	...
...	...	...	50	...	...	...	...	58 0 0	...	58 0 0	...
...	...	...	39	...	...	...	...	26 0 0	...	26 0 0	...
...	...	...	72	...	16	...	...	29 5 11	...	29 5 11	...
...	...	...	44	...	...	...	...	35 5 11	...	35 5 11	...
...	...	...	285	...	16	...	...	148 11 10	...	148 11 10	...
...	...	...	...	...	7	...	...	27 8 10	...	23 9 10	...
...	...	...	32	...	...	...	...	251 0 10	...	...	...
...	...	...	24	...	...	...	...	12 7 10	...	...	...
...	...	...	7	...	...	...	...	55 6 9	...	...	...
...	...	...	63	...	...	...	...	318 15 5	...	...	...
...	...	...	23	...	...	...	...	48 0 0	...	...	7 0 0
...	...	...	19	...	...	...	...	52 0 0	...	...	7 12 0
...	...	...	77	...	199	...	...	0 0 0	...	...	465 7 8
...	...	...	119	...	199	...	...	100 0 0	...	...	480 3 8
...	...	...	84	...	...	...	...	...	...	...	180 12 8
...	...	...	12	...	...	...	...	...	...	...	58 3 7
...	...	...	96	...	...	...	...	...	...	...	239 0 3
...	...	...	...	...	140	...	...	458 8 4	...	...	...
...	...	...	...	...	80	...	...	117 14 5	...	...	...
...	...	...	...	...	12	...	...	16 0 0	...	...	...
...	...	...	...	...	232	...	...	592 6 9	...	...	...
...	...	...	701		2,528	...	...	3,317 7 11	...	400 2 9	3,082 1 2

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2 a.	3.	15.	16.	17.	18.
					1st CIRCLE, DEPARTMENT			
								Rs. As. P.
Female Schools.	Allygurh.	Allygurh, ...	2	9th March, 1863,	...	...	...	165 8 7
		Hathras, ...	8	1st August, „	...	...	...	568 13 2
		Khyr, ...	2	1st July, „	...	...	...	147 10 7
		Iglass, ...	2	1st October, „	...	...	...	100 13 11
		Secundra Rao, ...	2	1st Sept., „	...	...	...	308 3 8
		Atrowli, ...	3	15th „ „	...	...	...	183 6 0
		H. B. Female Schools,	21	1863.	...	...	...	896 12 8
		Total, ...	40		...	...	...	2,371 4 7
	Meerut.	Meerut, ...	2	17th March, 1863,	...	...	...	87 6 1
		Sirdhana, ...	12	1st Feby., 1864,	...	...	...	369 5 0
		Barote, ...	6	1st Nov., 1863,	...	...	...	184 10 6
		Ghazeeabad, ...	4	12th March, „	...	...	...	123 1 8
		Hauper, ...	14	14th April, „	...	...	...	409 1 5
		Total, ...	38		...	...	...	1,173 8 8
	Boolundshehur.	Anoopshuhur, ...	8	1st April, 1863,	...	...	...	394 9 5
		Khoorja, ...	3	20th March, „	...	...	...	121 7 4
		Secundrabad, ...	1	17th Jan., 1864,	..	...	...	12 14 0
		H. B. Female Schools,	8	„	...	...	...	147 13 3
		Total, ...	20		...	...	...	666 12 0
	Mozuffernuggur.	Mozuffernuggur, ...	1	1st April, 1864,	...	...	...	4 8 0
		Shamli, ...	1	1st Aug., 1863,	...	...	...	50 1 0
		Boorhana, ...	1	1st Dec., „	...	...	...	22 6 0
		Jansuth, ...	1	1st Jan., 1864,	...	...	...	54 4 0
		H. B. Female Schools,	10	1864.	...	...	...	377 11 2
		Total, ...	14		...	...	...	508 14 2
	Saharunpore.	Saharunpore, ...	3	1st Dec., 1863,	...	...	...	116 0 0
		Roorkee, ...	2	Sept., 1864,	...	...	...	52 0 0
		Deobund, ...	5	May, „	...	...	...	58 11 10
		Nakoor, ...	2	Ditto, „	...	...	...	70 11 10
		Total, ...	12		...	...	...	297 7 8
	Dehra Doon.	Dehra Doon, ...	1	1864.	...	...	...	51 2 8
	Bareilly.	Bareilly, ...	2	23rd March, 1864,	...	...	...	251 0 10
		Beesulpore, ...	1	21st Jan., 1865,	...	...	...	12 7 10
		Shahie, ...	1	1st June, 1864,	...	...	...	55 6 9
		Total, ...	4		...	...	...	318 15 5
	Budaon.	Budaon, ...	1	9th April, 1865,	...	...	...	55 0 0
		Datagunj, ...	1	11th Ditto, „	...	...	...	59 12 0
		H. B. Female Schools,	12	„	...	...	...	465 7 8
		Total, ...	14		...	...	...	580 3 8
	Moradabad.	Moradabad, ...	3	9th Feby., 1864,	...	...	...	180 12 8
		Belari, ...	1	9th Jan., „	...	...	...	58 3 7
		Total, ...	4		...	...	...	239 0 3
	Shahjehanpore.	Shahjehanpore, ...	10	8th Aug., 1858,	...	...	...	458 8 4
		Powayan, ...	4	1st Jan., 1864,	...	...	...	117 14 5
		Tilhur, ...	1	1st Ditto, 1865,	...	...	...	16 0 0
		Total, ..	15		...	...	...	592 6 9
		Grand Total, ...	162		...	...	...	6,799 11 10

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS).—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
139 0 0	26 8 7	165 8 7	...	...	2 6 11	2 0 11	
443 0 0	125 13 2	568 13 2	...	...	4 2 11	3 4 8	
132 0 0	15 10 7	147 10 7	...	...	5 7 6	4 15 0	
77 0 0	23 13 11	100 13 11	...	...	4 3 3	3 3 8	
252 0 0	56 3 8	308 3 8	...	...	3 1 10	2 4 5	
150 0 0	33 12 5	183 12 5	...	...	3 6 5	2 13 0	
736 15 3	159 13 5	896 12 8	...	0 6 5	2 1 8	0 0 3	
1,929 15 3	441 11 9	2,371 11 0	...	0 6 5	2 13 6	1 6 8	
55 12 7	31 9 6	87 6 1	...	...	3 0 3	...	
333 11 0	35 10 0	369 5 0	...	...	1 10 2	...	
166 13 6	17 13 0	184 10 6	...	...	2 1 2	...	
111 3 8	11 14 0	123 1 8	...	...	3 1 3	...	
361 7 11	47 9 6	409 1 5	...	...	1 8 6	...	
1,029 0 8	144 8 0	1,173 8 8	...	...	1 12 10	0 0 0	
359 9 5	25 0 0	384 9 5	...	...	2 15 8	2 15 8	
113 15 4	7 8 0	121 7 4	...	...	2 12 2	2 12 2	
12 0 0	0 14 0	12 14 0	...	...	1 4 7	1 4 7	
114 7 3	33 6 0	147 13 3	...	...	0 13 2	0 10 2	
600 0 0	66 12 0	666 12 0	...	...	1 13 5	1 11 11	
4 0 0	0 8 0	4 8 0	...	...	0 5 2	0 4 7	
48 0 0	2 1 0	50 1 0	...	...	3 2 1	3 0 0	
20 0 0	2 6 0	22 6 0	...	...	1 6 5	1 4 0	
48 0 0	6 4 0	54 4 0	...	...	4 2 9	3 11 1	
321 15 2	55 12 0	377 11 2	...	...	2 13 0	1 6 6	
441 15 2	66 15 0	508 14 2	...	...	2 3 7	2 0 7	
104 0 0	12 0 0	116 0 0	...	...	2 1 9	1 0 10	
52 0 0	...	52 0 0	...	...	1 5 1	0 10 11	
58 11 10	...	58 11 10	...	...	0 11 2	0 5 7	
70 11 10	...	70 11 10	...	...	1 13 0	0 14 6	
285 7 8	12 0 0	297 7 8	...	...	1 6 0	0 11 0	
47 3 8	3 15 0	51 2 8	...	...	6 6 4	3 7 1	
244 0 0	7 0 10	251 0 10	...	...	8 15 9	8 15 9	
12 0 0	0 7 10	12 7 10	...	...	0 8 4	0 8 4	
55 0 0	0 6 9	55 6 9	...	...	6 14 10	6 14 10	
311 0 0	7 15 5	318 15 5	...	...	5 5 2	5 5 2	
48 0 0	7 0 0	55 0 0	...	...	3 7 0	3 0 0	
52 0 0	7 12 0	59 12 0	...	...	3 11 9	3 4 0	
447 14 6	17 9 2	465 7 8	...	...	1 14 11	...	
547 14 6	32 5 2	580 3 8	...	...	3 2 2	3 2 0	
168 2 8	12 10 0	180 12 8	...	...	1 7 1	...	
56 2 1	2 1 6	58 3 7	...	...	6 7 6	...	
224 4 9	14 11 6	239 0 3	...	...	3 10 10	...	
441 5 4	17 3 0	458 8 4	...	...	3 5 6	3 5 6	
110 0 11	7 13 6	117 14 5	...	...	1 10 6	1 10 6	
16 0 0	...	16 0 0	...	...	1 5 4	1 5 4	
567 6 3	25 0 6	592 6 9	...	...	2 11 1	0 11 1	
5,984 3 11	815 14 4	6,800 2 3	...	0 6 5	2 5 9	1 2 5	

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2 *a*.	3.	4.	5.	6.	7.	8.
					2ND CIRCLE, DEPARTMENT				
Female Schools.	Agra.	Huzoor Tuhsil, ...	15	1st Dec., 1864,	230	...	...	230	211
		Eradutnuggur, ...	1	March, 1865,	20	...	...	20	18
		Futtehabad, ...	10	17th Novr., 1864,	268	1	...	269	225
		Ferozabad, ...	9	4th " "	158	...	...	158	147
		Bah Pinahut, ...	9	23rd " "	148	...	...	148	139
		Kheragurh, ...	1	1st Jany., 1865,	15	...	...	15	11·25
		Futtehpore Sicri, ...	1	8th Decr., 1864,	15	...	...	15	11·62
		Furreh, ...	4	10th Novr., "	73	...	...	73	68·
		Total, ...	50		927	1	...	1,928	830·87
	Cawnpore.	Jajmow, ...	1	21st Jan., 1865.	16	...	...	16	16
		Ukberpore, ...	1	1st Do., "	16	...	...	16	16
		Total, ...	2		32	...	...	32	32
	Etawah.	Dalailnuggur, ...	2	August, 1864,	27	...	...	27	16·49
	Furruckabad.	Furruckabad, ...	8	...	97	83	...	180	151·41
	Hameerpore.	Jeitpore, ...	2	Different dates.	19	3	...	22	19
		Punwaree, ...	1		9	...	...	9	9
		Mahoba, ...	1		15	...	...	15	11
		Huzoor Tuhsil, ...	1		2	6	...	8	8
		Total, ...	5		45	9	...	54	47
	Muthra.	Huzoor Tuhsil, ...	1	Different dates.	20	...	...	20	20
		Areeng, ...	1		20	...	...	20	20
		Chhata, ...	3		16	...	...	16	16
		Nowjheel, ...	1		54	...	...	54	49
		Mahabun, ...	1		17	...	...	17	14
		Sadabad, ...	4		77	...	...	77	50·60
		Jalisur, ...	1		12	...	...	12	9
		Total, ...	12		216	...	...	216	178·60
	Mynpoory.	Mynpoory, ...	7	5th Nov., 1864,	117	...	...	117	117·00
		Kurhul, ...	2	23rd Do., "	24	6	...	30	30·00
		Bhongaon, ...	40	25th October, "	660	4	...	664	664·00
		Mustafabad, ...	11	9th Nov., "	199	1	...	200	200·00
		Shekoabad, ...	3	24th Do., "	43	...	...	43	43·00
		Total, ..	63	...	1,043	11	...	1,054	1054·00
	Etah.	Aligunj, ...	2	...	43	...	...	43	39·87
		Kasgunj, ...	1	...	15	...	...	15	15·
		Total.	3	...	58	...	...	58	54·87
		Grand Total, ...	145	...	2,445	104	...	2,549	2365·24

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS.)

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*								Rs. As. P.			Rs. As. P.
...	...	...	...	...	230	...	...	...	...	...	375 1 7
...	...	...	...	...	20	...	...	...	...	...	5 0 0
...	...	...	...	...	269	...	...	...	...	...	249 11 11
...	...	...	...	...	158	...	...	...	...	...	108 6 2
...	...	...	...	...	148	...	...	...	...	...	135 14 11
...	...	...	...	...	15	...	...	...	...	...	15 0 0
...	...	...	...	...	15	...	...	...	...	...	22 10 4
...	...	...	...	...	73	...	...	...	...	...	77 11 11
...	...	...	...	...	928	...	...	...	...	...	989 8 10
...	...	...	...	...	16	...	...	11 4 0	...	...	...
...	...	...	...	...	16	...	...	15 0 0	...	...	...
...	...	...	...	...	32	...	...	26 4 0	...	...	...
...	...	...	...	...	27	...	...	117 1 5	...	...	1 8 0
...	...	...	17	...	163	...	...	315 7 5	...	...	...
...	...	...	...	...	22	...	...	75 3 9	...	...	...
...	...	...	...	...	9	...	...	30 0 0	...	...	...
...	...	...	...	...	15	...	...	63 0 0	...	...	...
...	...	...	8	...	...	...	...	24 0 0	...	...	...
...	...	...	8	...	46	...	...	192 3 9	...	...	...
...	...	...	...	...	20	...	...	120 0 0	...	...	...
...	...	...	...	...	20	...	...	84 0 0	...	...	...
...	...	...	...	...	16	...	...	36 0 0	...	...	...
...	...	...	...	...	54	...	...	201 0 0	...	...	...
...	...	...	...	...	17	...	...	84 3 3	...	...	...
...	...	...	...	...	77	...	...	264 0 0	...	...	...
...	...	...	...	...	12	...	...	77 0 0	...	...	...
...	...	...	...	...	216	...	...	866 3 3	...	...	...
...	...	...	...	...	117	...	...	...	...	...	107 9 3
...	...	...	...	...	30	...	...	...	...	...	39 0 6
...	...	...	...	...	664	...	...	...	...	...	223 10 1
...	...	...	...	...	200	...	...	50 0 0	...	...	75 3 1
...	...	...	...	...	43	...	...	24 0 0	...	...	...
...	...	...	...	...	1,054	...	...	74 0 0	...	...	445 6 11
...	...	...	...	...	43	...	...	3 0 0	...	...	93 4 0
...	...	...	...	...	15	...	...	...	...	...	15 0 0
...	...	...	...	...	58	...	...	3 0 0	...	...	108 4 0
...	...	...	25	...	2,524	...	...	1,594 3 10	...	...	1,544 11 9

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Receipts—(Concluded.) Sale of Books.	Receipts—(Concluded.) Other sources.	Receipts—(Concluded.) Total.
1.	2.		2 *a*.	3.	15.	16.	17.	18.
							2ND CIRCLE, DEPARTMENT	
								Rs. As. P.
Female Schools.	Agra.	Huzoor Tuhsil, ...	15	1st Dec., 1864,	...	...	...	375 1 7
		Eradutnuggur, ...	1	March, 1865,	...	...	...	5 0 0
		Futtehabad, ...	10	17th Novr., 1864,	...	...	...	249 11 11
		Ferozabad, ...	9	4th " "	...	...	...	108 6 2
		Bah Pinahut, ...	9	23rd " "	...	...	...	135 14 11
		Kheragurh, ...	1	1st Jany., 1865,	...	...	...	15 0 0
		Futtehpore Sicri, ...	1	8th Decr., 1864,	...	...	...	22 10 4
		Furreh, ...	4	10th Novr., "	...	...	...	77 11 11
		Total, ...	50		...	...	...	989 8 10
	Cawnpore.	Jajmow, ...	1	21st Jan., 1865.	...	...	...	11 4 0
		Ukberpore, ...	1	1st Do., "	...	...	0 12 0	15 12 0
		Total, ...	2		...	...	0 12 0	27 0 0
	Etawah.	Dalailnuggur, ...	2	August, 1864,	...	...	...	118 9 5
	Furruckabad.	Furruckabad, ...	8	...	...	...	...	315 7 5
	Hameerpore.	Jeitpore, ...	2	Different dates.	...	...	...	75 3 9
		Punwaree, ...	1		...	...	...	30 0 0
		Mahoba, ...	1		...	...	...	63 0 0
		Huzoor Tuhsil, ...	1		...	...	...	24 0 0
		Total, ...	5		...	...	...	192 3 9
	Muthra.	Huzoor Tuhsil, ...	1	Different dates.	...	...	...	120 0 0
		Areeng, ...	1		...	...	...	84 0 0
		Chhata, ...	1		...	...	...	36 0 0
		Nowjheel, ...	3		...	...	...	201 0 0
		Mahabun, ...	1		...	...	...	84 3 3
		Sadabad, ...	4		...	...	...	264 0 0
		Jalisur, ...	1		...	...	...	77 0 0
		Total, ...	12		...	...	...	866 3 3
	Mynpoory.	Mynpoory, ...	7	5th Nov., 1864,	...	...	...	107 9 3
		Kurhul, ...	2	23rd Do., "	...	...	...	39 0 6
		Bhongaon, ...	40	25th October, "	...	...	...	223 10 1
		Mustafabad, ...	11	9th Nov., "	...	...	...	125 3 1
		Shekoabad, ...	3	24th Do., "	...	...	...	24 0 0
		Total, ...	63		...	...	...	519 6 11
	Etah.	Aligunj, ...	2	...	...	...	...	96 4 0
		Kasgunj, ...	1	...	...	...	1 0 0	16 0 0
		Total, ...	3		...	...	1 0 0	112 4 0
		Grand Total, ...	145	...	...	...	1 12 0	3,140 11 7

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS).—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
375 1 7	...	375 1 7	...	...	1 12 5	...	
5 0 0	...	5 0 0	...	...	0 4 5	...	
249 11 11	...	249 11 11	...	...	1 1 9	...	
108 6 2	...	108 6 2	...	...	0 11 10	...	
135 14 11	...	135 14 11	...	...	0 15 8	...	
15 0 0	...	15 0 0	...	...	1 5 4	...	
22 10 4	...	22 10 4	...	...	1 15 2	...	
77 11 11	...	77 11 11	...	...	1 2 4	...	
989 8 10	...	989 8 10	...	...	1 3 1	...	
11 4 6	...	11 4 0	...	...	0 11 3	0 11 3	
15 0 0	0 12 0	15 12 0	...	...	0 12 9	0 12 0	
26 4 0	0 12 0	27 8 8	...	...	0 13 6	0 13 2	
111 13 11	6 11 6	118 9 5	...	...	7 3 1	7 1 7	
285 7 5	30 0 0	315 7 5	...	...	2 1 4	2 1 4	
75 0 0	0 3 9	75 3 9	...	...	3 15 4	3 15 4	
30 0 0	...	30 0 0	...	...	3 5 4	3 5 4	
63 0 0	...	63 0 0	...	...	5 11 8	5 11 8	
24 0 0	...	24 0 0	...	...	3 0 0	3 0 0	
192 0 0	0 3 9	192 3 9	...	...	4 1 5	4 1 5	
120 0 0	...	120 0 0	...	...	6 0 0	6 0 0	
84 0 0	...	84 0 0	...	...	4 3 2	4 3 2	
36 0 0	...	36 0 0	...	...	2 4 0	2 4 0	
201 0 0	...	201 0 0	...	...	3 11 3	3 11 3	
84 3 3	...	84 3 3	...	...	6 10 10	6 10 10	
264 0 0	...	264 0 0	...	...	5 0 0	5 0 0	
77 0 0	...	77 0 0	...	...	5 3 5	5 3 5	
866 3 3	...	866 3 3	...	...	4 13 7	4 13 7	
107 9 3	...	107 9 3	...	...	0 14 9	...	
39 0 6	...	39 0 6	...	...	1 4 10	...	
223 10 1	...	223 10 1	...	...	0 5 5	...	
125 3 1	...	125 3 1	...	...	0 10 0	0 4 0	
24 0 0	...	24 0 0	...	...	0 8 11	0 8 11	
519 6 11	...	519 6 11	...	...	0 7 11	0 1 2	
77 4 0	19 0 0	96 4 0	...	...	2 6 8	0 1 2	
15 0 0	1 0 0	16 0 0	...	...	1 1 1	...	
92 4 0	20 0 0	112 4 0	...	...	2 3 8	0 0 11	
3,083 0 4	57 11 3	3,140 11 7	...	...	1 5 2	0 10 9	

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2 a.	3.	4.	5.	6.	7.	8.
					3rd CIRCLE, DEPARTMENT				
Female Schools.	Banda.	Baberu, ...	1	1864.	...	12	...	12	11·05
		Banda, ...	3	"	...	36	...	36	34·55
		Sehonda, ...	1	"	...	11	...	11	10·15
		Total, ...	5		...	59	...	59	55·75
	Benares.	Chandowli, ...	3	1865.	37	...	...	37	29·54
		Huzoor Tuhsil, ...	7	"	101	2	...	103	53·84
		Total, ...	10		138	2	...	140	83·38
	Futtehpore.	Futtehpore, ...	2	1864.	21	...	...	21	16·86
		Khaga ...	2	"	6	10	...	16	12·32
		Ghazipore, ...	1	"	5	...	...	5	4·52
		Kulianpore, ...	3	"	25	...	...	25	18·44
		Kora, ...	1	1865.	12	...	...	12	7·36
		Total, ...	9		69	10	...	79	59·50
	Ghazeepore.	Ghazeepore, ...	3	1864.	43	...	...	43	19·20
		Sydpore, ...	2	"	12	11	...	23	19·95
		Zamania, ...	4	"	59	...	...	59	41·65
		Mahomdabad, ...	4	"	56	...	...	56	41·45
		Balya, ...	2	1865.	27	...	...	27	20·65
		Rasra, ...	1	"	9	3	...	12	8·71
		Total, ...	16		206	14	...	220	151·61
	Allahabad.	Chail, ...	1	1865.	...	8	...	8	6·49
		Phoolpore, ...	4	1864.	...	61	...	61	56·14
		Total, ...	5		...	69	...	69	62·63
	Gorruckpore.	Bansi, ...	2	1865.	13	14	...	27	22·66
		Bansgaon, ...	5	"	80	16	...	96	82·85
		Captaingunj, ...	1	1864.	15	...	...	15	12·45
		Dewaria, ...	8	"	83	20	...	103	85·66
		Khalilabad, ...	6	1865.	79	4	...	83	65·66
		Pudrona, ...	2	"	22	...	...	22	18·40
		Total, ...	24		292	54	...	346	287·68
	Jounpore.	Jounpore, ...	3	1865.	30	...	...	30	19·35
		Kothun, ...	3	1864.	15	37	...	52	52·17
		Machhlishuhur, ...	3	"	13	31	...	44	35·37
		Mandiahun, ...	4	1865.	42	22	...	64	51·88
		Total, ...	13		100	90	...	190	158·77
	Mirzapore.	Chunar, ...	3	1864.	58	...	...	58	40·18
		Huzoor Tuhsil, ...	4	1865.	28	7	...	35	29·20
		Total, ...	7		86	7	...	93	969·38
		Grand Total, ...	89		891	305	...	1,196	928·69
	GRAND TOTAL, ...		396		5,842	1,044	...	6,886	6175·93

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS.)

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*								Rs. As. P.			Rs. As. P.
...	...	...	12	...	2	...	...	...	...	33 8 9	...
...	...	...	36	...	3	..	...	...	...	100 10 3	...
...	...	...	11	...	...	...	...	...	...	33 8 9	...
...	...	...	59	...	5	...	...	...	...	167 11 9	...
...	...	...	...	...	37	...	...	...	...	24 0 0	...
...	...	...	...	23	80	...	...	244 4 9	...	38 0 0	96 0 0
...	...	...	...	23	117	...	...	244 4 9	...	62 0 0	96 0 0
...	...	...	...	...	21	...	...	40 0 0	...	24 0 0	...
...	...	...	16	...	...	...	...	...	...	44 0 0	...
...	...	...	...	...	5	...	...	24 0 0	...	...	...
...	...	...	...	...	25	...	...	32 0 0	...	21 0 0	...
...	...	...	...	...	12	...	...	...	...	12 0 0	...
...	...	...	16	...	63	...	...	96 0 0	...	101 0 0	...
...	...	...	...	...	43	...	...	3 0 0	...	71 13 4	...
...	...	...	...	...	23	...	...	1 0 0	...	20 0 0	...
...	...	...	...	...	59	...	...	5 0 0	...	86 13 4	...
...	...	...	...	...	56	...	...	3 14 6	...	136 7 11	...
...	...	...	...	...	27	...	...	2 0 0	...	22 8 0	...
...	...	...	...	...	12	...	...	1 0 0	...	5 0 0	...
...	...	...	...	...	220	...	...	15 14 6	...	342 10 7	...
...	...	...	8	...	...	...	...	...	...	...	...
...	...	...	61	...	...	...	...	228 0 0	...	...	...
...	...	...	69	...	...	...	...	228 0 0	...	...	...
...	...	...	10	...	17	...	...	...	...	5,028 2 6	...
...	...	...	16	...	80	...	...	...	...	2,300 8 3	...
...	...	...	...	...	15	...	...	...	...	4,393 1 3	12 0 0
...	...	2	18	...	83	...	...	...	...	4,794 0 6	...
...	...	...	...	...	83	...	...	...	...	4,415 14 6	...
...	...	...	...	...	22	...	...	...	...	3,301 1 0	...
...	...	2	44	...	300	...	...	...	...	24,232 12 0	12 0 0
...	...	...	...	...	30	...	...	...	...	1,393 12 3	...
...	...	...	37	...	15	...	...	...	...	1,308 15 6	5 9 0
...	...	...	31	...	13	...	...	...	...	1,423 4 0	0 6 0
...	...	...	22	...	42	...	...	...	...	1,564 14 6	...
...	...	...	90	...	100	...	...	...	...	5,696 14 3	5 15 0
...	...	...	...	...	58	...	...	40 0 0	...	39 0 0	5 4 0
...	...	...	...	...	35	...	...	20 0 0	...	40 0 0	3 0 0
...	...	...	...	...	93	...	...	60 0 0	...	79 0 0	8 4 0
...	...	2	278	23	998	...	...	644 3 3	...	30,682 0 7	122 3 0
...	...	2	1,004	23	6,050	...	...	5,555 15 0	...	31,082 3 4	4,748 15 11

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Receipts—(Concluded.) Sale of Books.	Receipts—(Concluded.) Other sources.	Receipts—(Concluded.) Total.
1.	2.		2a.	3.	15.	16.	17.	18.
								3RD CIRCLE, DEPARTMENT
							Rs. As. P.	Rs. As. P.
Female Schools.	Banda.	Baberu, ...	1	1864.	...	...	...	33 8 9
		Banda, ...	3	"	...	...	...	100 10 5
		Schonda, ...	1	"	...	...	...	33 8 9
		Total, ...	5		...	...	...	167 11 9
	Benares.	Chandowli, ...	3	1865.	...	...	...	24 0 0
		Huzoor Tuhsil, ...	7	"	...	...	...	378 4 9
		Total, ...	10		...	...	...	402 4 9
	Futtehpore.	Futtehpore, ...	2	1864.	...	...	...	64 0 0
		Khaga, ...	2	"	...	...	...	44 0 0
		Ghazipore, ...	1	"	...	...	...	24 0 0
		Kulianpore, ...	3	"	...	...	...	53 0 0
		Kora, ...	1	1865.	...	...	...	12 0 0
		Total, ...	9		...	...	...	197 0 0
	Ghazeepore.	Ghazeepore, ...	3	1864.	...	...	...	74 13 4
		Sydpore, ...	2	"	...	...	...	21 0 0
		Zamania, ...	4	"	...	...	...	91 13 4
		Mahomdabad, ...	4	"	...	...	...	140 6 5
		Balya, ...	2	1865.	...	...	...	24 8 0
		Rasra, ...	1	"	...	...	...	6 0 0
		Total, ...	16		...	...	...	358 9 1
	Allahabad.	Chail, ...	1	1865.	...	...	38 11 4	38 11 4
		Phoolpore, ...	4	1864.	...	...	...	228 0 0
		Total, ...	5		...	...	38 11 4	266 11 4
	Goruckpore.	Bansi, ...	2	1865.	...	...	...	5,028 2 6
		Bansgaon, ...	5	"	...	...	...	2,300 8 3
		Captaingunj, ...	1	1864.	...	...	...	4,405 1 3
		Dewaria, ...	8	"	...	...	...	4,794 0 6
		Khalilabad, ...	6	1865.	...	...	...	4,415 14 6
		Pudrona, ...	2	"	...	...	...	3,301 1 0
		Total, ...	24		...	...	...	24,244 12 0
	Jounpore.	Jounpore, ...	3	1865.	...	...	...	1,399 12 3
		Kothun, ...	3	1864.	...	...	...	1,314 8 6
		Machhlishuhur, ...	3	"	...	...	...	1,423 10 0
		Mandiahun, ...	4	1865.	...	...	...	1,564 14 6
		Total, ...	13		...	...	...	5,702 13 3
	Mirzapore.	Chunar, ...	3	1864.	...	...	...	84 4 0
		Huzoor Tuhsil, ...	4	1865.	...	...	...	63 0 0
		Total, ...	7		...	...	...	147 4 0
		Grand Total, ...	89		...	...	38 11 4	31,487 2 2
	GRAND TOTAL, ...		396		...	...	40 7 4	41,427 9 7

Office of Director of Public Instruction,
N.-W. Provinces:
Bareilly, the 12th July, 1865.

DIX F.

General Education, for the year 1864-65.

LOWER CLASS (FEMALE SCHOOLS).—(*Concluded.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
33 8 7	...	33 8 9	...	...	2 12 9	...	
100 10 3	...	100 10 3	...	...	2 12 9	...	
33 8 9	...	33 8 9	...	...	3 9 0	...	
167 11 9	...	176 11 9	...	...	2 13 6	...	
24 0 0	...	24 0 0	...	...	0 13 0	...	
302 0 0	76 4 9	378 4 9	...	...	7 0 5	4 8 7	
326 0 0	76 4 9	402 4 9	...	...	4 13 2	2 14 8	
64 0 0	...	64 0 0	...	...	3 12 8	2 5 11	
44 0 0	...	44 0 0	...	...	3 9 2	...	
24 0 0	...	24 0 0	...	...	...	5 4 11	
53 0 0	...	35 0 0	...	...	2 13 2	1 11 10	
12 0 0	...	12 0 0	...	...	1 10 1	...	
197 0 0	...	197 0 0	...	...	3 5 5	1 10 3	
71 13 4	3 0 0	74 13 0	...	...	3 14 4	0 2 6	
20 0 0	1 0 0	21 0 0	...	...	1 0 10	0 0 10	
86 13 4	5 0 0	91 13 4	...	...	2 3 3	0 1 11	
136 7 11	3 14 6	240 6 5	...	...	3 6 2	0 1 6	
22 8 0	2 0 0	24 8 0	...	...	1 3 0	0 1 6	
5 0 0	1 0 0	6 0 0	...	...	0 11 0	0 1 10	
342 10 7	15 14 6	358 9 1	...	...	2 5 10	0 1 9	
18 11 4	20 0 0	38 11 4	...	...	5 15 4	...	
228 0 0	...	228 0 0	...	...	4 1 0	4 1 0	
246 11 4	20 0 0	266 11 4	...	...	4 4 1	3 10 2	
...	...	...	5,028 2 6	...	...	...	
51 15 0	3 8 0	55 7 0	2,245 1 3	...	0 10 8	...	
32 11 10	12 0 0	44 11 10	4,360 5 5	...	3 1 4	...	
3 0 0	2 0 0	5 0 0	4,789 0 6	...	0 0 11	...	
40 15 8	...	40 15 8	4,374 14 10	...	0 9 2	...	
...	...	...	3,301 1 0	...	...	...	
128 10 6	17 8 0	146 2 6	24,098 9 6	...	0 8 0	...	
29 10 5	...	29 10 5	1,370 1 10	...	1 8 6	...	
74 5 8	9 10 6	84 0 2	1,230 8 4	...	1 9 9	...	
47 9 9	6 14 6	54 8 3	1,369 1 9	...	1 8 8	...	
44 6 6	...	44 6 10	1,520 7 8	...	0 13 8	...	
196 0 8	16 9 0	212 9 8	5,490 3 7	...	1 5 5	...	
39 0 0	45 4 0	84 4 0	...	...	2 1 6	0 15 11	
40 0 0	23 0 0	63 0 0	...	...	2 2 6	0 10 11	
79 0 0	68 4 0	147 4 0	...	...	2 1 11	0 13 10	
1,683 12 10	214 8 3	1,898 5 1	29,588 13 1	...	2 0 9	0 11 0	
10,751 1 1	1,088 1 10	11,839 2 11	29,588 13 1	0 6 5	1 14 10	0 13 4	

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 4.—*I. Institutions for General Education, for the year* 1864-65.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Jay Narayun's College and Free School, ...	Benares, ...	1817.	425	78	13	516	326·50	329	...	104	104	47	140	...	1 to 4 Annas.	6,138 0 0	2,107 0 0	...	319 4 3
Victoria College, ...	Agra, ...	November, 1862.	303	23	5	331	304	331	41	124	78	32	66	...	4 As. to 3 Rs.	6,000 0 0	...	1,825 0 0	1,100 0 0
St. John's College, ...	Ditto, ...	1853.	194	92	42	328	247	315	18	38	250	5	24	...	"	4,800 0 0	568 2 5	300 0 0	955 0 0
St. Peter's College, ...	Ditto, ...	1846.	...	1	49	50	48	50	...	3	50	...	...	...	18 Rupees.	1,500 0 0	...	...	...
Total, ...	...	...	922	194	109	1,225	925·50	1,025	59	269	482	84	230	...		18,438 0 0	2,675 2 5	2,125 0 0	2,374 4 3

APPENDIX F.

TABLE No. 4.—*I. Institutions for General Education, for the year* 1864-65—*(Concluded.)*

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Receipts—(Concluded)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P	Rs. As P	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	
Jay Narayun's College and Free School, ...	Benares,	1817.	535 13 9	125 11 0	6,592 11 6	15,818 8 6	14,497 5 3	1,406 12 3	15,904 1 6	...	85 9 0	48 11 4½	18 12 9	
Victoria College, ...	Agra, ...	Novr., 1862	1,255 4 0	74 8 0	2,525 0 0	12,779 12 0	10,455 11 0	2,188 11 3	12,644 6 3	135 5 9	...	41 9 5½	19 11 9	
St. John's College, ...	Ditto, ...	1853.	1,508 15 3	721 5 6	4,860 0 0	13,713 7 2	14,830 7 6	...	14,830 7 6	...	1,117 0 4	60 0 7	19 6 11	
St. Peter's College, ...	Ditto, ...	1846.	6,483 8 2	...	...	7,983 8 2	7,929 12 4	1,000 0 0	8,929 12 4	...	946 4 2	186 0 9	31 4 0	
Total, ...			3,783 9 2	921 8 6	13,977 11 6	50,295 3 10	47,713 4 1	4,595 7 6	52,308 11 7	135 5 9	2,148 13 6	84 1 6½	22 4 10	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 5.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
Subscription School,	Moradabad, ...	April, 1863, ...	104	35	...	139	102	139	...
Ditto, ...	Secundrabad, ...	July, 1864, ...	47	3	...	50	50	50	...
Ditto, ...	Khoorja, ...	24th ditto. ...	26	3	...	29	23	29	...
Ditto, ...	Dabaee, ...	1st Oct., 1864, ...	20	3	...	23	21	23	...
Ditto, ...	Anoopshuhur, ...	15th Jany., 1865,	26	2	...	28	14	28	...
Ditto, ...	Hauper, ...	...	34	4	2	40	40	40	...
Municipal Committees' School, ...	Karore, (Bareilly)	13th May, 1864,...	78	23	...	101	95	101	...
Ditto, ...	Old City, (Bareilly)	2nd ditto, ...	86	13	...	99	89	94	...
Ditto, ...	Beharipore, (Bareilly)	2nd May, 1864, ...	101	14	...	115	122	100	...
Baboo Kali Churn's School, ...	Inglisgunj, (Bareilly)	21st March, 1864,	71	53	...	124	115	116	...
Subscription School.	Sherekote, ...	1st August, 1860,	39	41	...	80	80	...	...
Ditto, ...	Rehar, ...	26th ditto, ...	33	32	...	65	59	...	...
Ditto, ...	Afzulgurh, ...	25th April, 1862,	9	10	...	19	22	...	...
Ditto, ...	Gurhi, ...	20th August, 1860,	19	29	...	48	41	...	...
Ditto, ...	Tajpore, ...	16th Dec., 1863,	101	11	...	112	78	10	...
Ditto, ...	Dulechundpore, ...	1st August, 1862,	20	...	...	20	21	...	...
Ditto, ...	Julpoorah, ...	18th Novr., 1863,	27	2	...	29	31	...	...
Ditto, ...	Shergurh, ...	14th Jany., 1864,	12	10	...	22	23	...	...
Ditto, ...	Puraenee, ...	28th Decr., 1863,	22	6	...	28	28	...	...
Ditto, ...	Surjunnuggur, ...	1st Octr., 1860, ...	49	1	...	50	49	...	...
Ditto, ...	Tanda Afzul, ...	1st Novr., 1863, ...	24	...	...	24	29	...	...
2 Municipal Committees' Girls' School,	Bareilly, ...	Sept. and Novr.,	30	...	...	30	28	...	...
Mission Boys' School,	Roorkee, ...	1856,	44	20	14	78	52	78	...
" Boys' and Girls' School, ...	Coweegunj, Bareilly,	...	...	...	38	38	26	7	...
Mission Boys' School,	Sudder Bazar, do.,	1861.	36	5	...	41	51	36	...
Ditto, ...	Budaon, ...	1861.	24	17	5	46	30	15	...
Ditto, ...	Saharunpore,	1857.	...	...	..	124	77	80	...
	Ditto Orphanage,	1837.	...	...	...	55	52	40	...
Ditto, ...	Bijnour, ...	1859.	...	...	...	70	50	50	...
Ditto, ...	Najibabad, ...	1862.	...	...	...	82	65	46	...
Ditto, ...	Moradabad, ...	1860.	109	36	7	152	128	152	...
Ditto, ...	Shahjehanpore, ...	1860.	27	63	...	90	85	54	...
Ditto, ...	Meerut. ...	1851.	110	30	16	156	117	126	...
Ditto, ...	Kunker Khera, ...	1859.	5	...	16	21	23	..	...
Ditto, ...	Ikla, ...	1862.	...	...	13	13	12	...	...
Ditto, ...	Dehra Doon, ...	...	152	20	3	175	172	175	...
Ditto, ...	Rajpore, ...	...	...	...	...	58	34	50	...
Mission Orphan Girls' School, ...	Bareilly, ...	1859.	...	...	135	135	137	...	...
Ditto Girls' School,	Dehra Doon, ...	...	...	...	35	35	36	35	...
Native Girls' Do.,	Meerut, ...	1856.	...	...	20	20	20	4	...
Moofid-Am School,...	Agra, ...	1st May, 1858, ...	89	23	1	113	96	91	...
Mission School, ...	Furruckabad, ...	1858.	265	73	11	349	281	111	...
Rekha Mission School	Futtehgurh, ...	1847.	85	5	45	135	91	109	...
Mission School, Church of England,	Furruckabad, ...	1862.	...	...	20	20	13	20	...
High School—Boys and Girls, ...	Kuchpoorwa, (Allahabad)	1862.	...	...	93	93	76·00	93	...
Native Christian Parish School, ...	Old Civil line, (Allahabad)	1860.	1	3	86	90	81·00	85	...
Do. do. English School, ...	Allahabad, (Allahabad)	1861.	64	14	2	80	62·00	80	...
Ailwar Church Mission Boys' School,	Azimgurh, ...	1840.	214	18	3	235	142·00	155	...
Rajmandil School, ...	Benares, ...	1860.	103	8	...	111	61·00	111	...
Laldarwaza Mission School, ...	Ghazeepore, ...	1853.	260	35	9	304	230·00	209	...

DIX F.

Education, for the year 1864 65.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT.)

Pupils studying in each at the close of the Year.					Monthly rate of Schooling fees.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
139	...	...	...	...	4 annas	3,000 0 0	3,000 0 0	...	...	687 0 4
49	50	...	...	...		360 0 0	...	...	394 14 5	116 14 0
11	18	...	...	...		360 0 0	...	...	384 6 0	93 2 0
15	18	...	...	...		360 0 0	...	...	248 0 6	56 4 0
28	28	...	...	...		600 0 0	...	...	101 7 3	48 4 0
8	32	...	...	...		240 0 0	...	...	240 0 0	33 4 0
49	52	...	...	...		664 0 0	...	...	903 10 2	112 9 0
74	52	...	...	...		664 0 0	...	...	405 11 6	182 0 0
8	7	...	...	...		664 0 0	...	...	585 4 10	192 8 0
68	56	...	...	...		1,000 0 0	...	...	763 1 6	198 0 0
18	80	...	14	...		240 0 0	...	...	240 0 0	25 2 0
29	45	...	29	...		120 0 0	...	...	120 0 0	24 11 0
12	19	...	...	...		120 0 0	...	...	60 0 0	14 12 0
22	36	...	13	...		120 0 0	...	...	96 0 0	20 6 0
42	42	...	70	...		120 0 0	...	...	144 0 0	63 15 6
7	20	...	...	...		48 0 0	...	...	57 0 0	0 4 0
1	14	...	22	...		48 0 0	...	...	96 0 0	3 0 0
2	12	...	9	...		48 0 0	...	...	96 0 0	3 0 0
14	28	...	...	...		60 0 0	...	...	96 0 0	...
...	33	...	17	...		120 0 0	...	...	120 0 0	6 12 0
...	23	...	1	...		48 0 0	...	...	78 0 0	29 14 0
...	...	...	30	...		240 0 0	...	...	240 0 0	14 14 0
73	7	...	1[illegible]	...		800 0 0	...	...	...	...
...	19	...	12	...		360 0 0	...	...	...	96 0 0
11	11	...	26	...		264 0 0	...	...	156 0 0	...
31	46	...	...	...		360 0 0	...	...	112 3 5	72 0 0
20	104	...	...	...		1,200 0 0	...	...	...	6 12 0
...	55	...	...	...		600 0 0	...	...	...	114 0 0
20	70	...	...	...		480 0 0	...	...	...	...
36	82	...	...	...		600 0 0	...	...	...	...
152	152	...	...	...		960 0 0	...	...	495 7 1	92 14 0
19	59	...	7	...		600 0 0	...	...	...	113 10 0
56	57	...	20	...		1,500 0 0	...	...	434 4 0	481 8 0
...	10	...	[illegible]	...		108 0 0	...	...	126 0 0	...
...	2	...	1[illegible]	..		60 0 0	...	...	...	...
40	40	...	6	...		1,200 0 0	...	...	...	...
...	50	...	5	..		600 0 0	...	...	...	...
...	135	...	...	...		1,200 0 0	...	...	...	...
...	35	...	25	...		360 0 0	...	...	...	...
...	20	...	...	...		300 0 0	...	...	...	...
1[illegible]	63	35	11	...		1,680 0 0	1,080 0 0	108 0 0	...	180 0 9
35	120	...	94	...		2,100 0 0	...	...	...	4 14 0
...	57	...	5[illegible]	...		1,000 0 0	939 2 9	...	...	41 12 6
...	...	...	...	...		360 0 0	...	...	240 0 0	84 0 0
...	58	...	...	...		3,600 0 0	...	...	...	4,398 0 0
...	90	...	...	...		600 0 0	...	...	76 0 0	207 10 3
80	80	...	8	...		360 0 0	...	...	...	...
155	155	...	235	...		2,834 0 0	...	...	170 0 0	168 0 0
12	12	...	100	...		600 0 0	...	...	683 0 0	...
39	39	...	56	...		1,700 0 0	98 0 0	...	178 0 0	292 9 3

APPEN

TABLE No. 5.—*I. Institution for General*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts—(Concluded.) Sale of Books.	Other sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Subscription, School,	Moradabad, ...	April, 1863, ...	...	...	6,687 0 3
Ditto, ...	Secundrabad, ...	July, 1864, ...	...	...	871 12 5
Ditto, ...	Khoorja, ...	24th ditto, ...	...	...	737 8 0
Ditto, ...	Dabaee, ...	1st Octr., 1864, ...	...	...	660 3 6
Ditto, ...	Anoopshuhur, ...	15th Jany., 1865,	...	...	749 11 3
Ditto, ...	Hauper, ...	...	...	24 6 0	537 10 0
Municipal Committees' School, ...	Karore, (Bareilly.)	13th May, 1864,...	...	...	1,680 3 2
Ditto, ...	Old City, (Bareilly.)	2nd ditto, ...	...	...	1,251 11 6
Ditto, ...	Beharipore, (Bareilly.)	2nd May, 1864, ...	...	...	1,141 12 10
Baboo Kali Churn's School, ...	Inglisgunj, (Bareilly.)	21st March, 1864,	...	...	1,961 1 6
Subscription School,	Sherekote, ...	1st Aug., 1860, ...	...	16 0 0	521 2 0
Ditto, ...	Rehar, ...	26th ditto, ...	...	8 0 0	272 11 0
Ditto, ...	Afzulgnrh, ...	25th April, 1862,	...	4 0 0	198 12 0
Ditto, ...	Gurhi, ...	20th Aug., 1860,	...	6 0 0	242 6 0
Ditto, ...	Tajpore, ...	16th Decr., 1863,	...	16 0 0	343 15 6
Ditto, ...	Dulechundpore, ...	1st Aug., 1862, ...	...	2 0 0	107 4 0
Ditto, ...	Julpoorah, ...	18th Novr., 1863,	...	4 0 0	151 0 0
Ditto, ...	Shergurh, ...	14th Jany., 1864,	...	4 0 0	148 0 0
Ditto, ...	Puraenee, ...	28th Decr., 1863,	...	6 0 0	163 12 9
Ditto, ...	Surjunnuggur, ...	1st Octr., 1860, ...	...	7 14 0	277 12 0
Ditto, ...	Tanda Afzul, ...	1st Novr., 1863,...	...	3 0 0	143 14 0
Municipal Committees' Girls' School,	Bareilly, ...	Sept., and Nov.,...	...	...	480 0 0
Mission Boys' School,	Roorkee, ...	1856,	...	2,479 14 0	3,375 14 0
,, Boys' and Girls' School, ...	Coweegunj, Bareilly,	...	...	600 0 0	960 0 0
Mission Boys' School,	Sudder Bazar, ditto,	1861.	...	...	492 0 0
Ditto, ...	Budaon, ...	1861.	...	...	478 15 5
Ditto, ...	Saharunpore,	1857.	...	1,257 4 4	2,571 3 4
	Ditto Orphanage,	1837.	...	805 1 5	1,405 1 5
Ditto, ...	Bijnour, ...	1859.	...	480 0 0	960 0 0
Ditto, ...	Najibabad, ...	1862.	...	120 0 0	720 0 0
Ditto, ...	Morabadad, ...	1860.	...	178 4 0	1,231 2 0
Ditto, ...	Shahjehanpore, ...	1860.	...	...	1,209 1 1
Ditto, ...	Meerut, ...	1851.	...	1,439 13 8	3,421 5 8
Ditto, ...	Kunker Khera, ...	1859.	...	...	342 4 0
Ditto, ...	Ikla, ...	1862.	...	...	186 0 0
Ditto, ...	Dehra Doon, ...	...	...	972 0 0	2,172 0 0
Ditto, ...	Rajpore, ...	...	...	432 0 0	1,032 0 0
Mission Orphan Girls' School, ...	Bareilly, ...	1859.	...	1,867 8 1	4,067 8 1
Ditto Girls' School,...	Dehra Doon, ...	...	...	840 0 0	1,200 0 0
Native Girls' School,	Meerut, ...	1856.	...	408 9 0	708 9 0
Moofid-Am School, ...	Agra, ...	1st Novr., 1858,...	...	...	3,048 0 0
Mission School, ...	Furruckabad, ...	1858.	...	2,364 0 0	4,468 14 0
Rekha Mission School,	Futtehgurh, ...	1847.	...	...	1,980 15 3
Mission School, Church of England,	Furruckabad, ...	1862.	...	...	684 0 0
High School—Boys and Girls,' ...	Kuchpoorwa, (Allahabad.)	1862.	...	...	7,993 0 0
Native Christian Parish School, ...	Old Civil line, (Allahabad.)	1860.	46 2 6	609 2 0	1,738 14 9
Do. do. English School, ...	Allahabad, (Allahabad.)	1861.	...	...	360 0 0
Ailwar Church Mission Boys' School,	Azimgurh, ...	1840.	...	2,400 0 0	5,572 0 0
Rajmandil School, ...	Benares, ...	1860.	...	...	1,283 0 0
Laldarwaza Mission School, ...	Ghazeepore, ...	1853.	631 15 1	860 0 0	3,760 8 4

DIX F.

Education, for the year 1864-65.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).—*(Continued.)*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,089 15 6	444 4 10	2,534 4 4	4,152 12 0	...	24 13 6	29 6 7	
704 7 5	167 5 0	871 12 5	...	...	17 7 0	7 14 4	
503 13 0	183 11 0	737 8 0	...	...	28 12 5	15 10 4	
430 1 5	234 3 1	664 4 6	...	...	31 10 1	17 2 0	
561 12 3	87 15 0	749 11 3	...	...	53 8 9	42 13 9	
480 0 0	57 10 0	537 10 0	...	...	13 7 1	6 0 0	
1,272 6 2	407 13 0	1,316 3 2	...	...	13 13 8	6 15 0	
977 0 0	274 11 6	1,251 11 6	...	...	14 1 0	7 7 4	
977 0 0	464 12 10	1,441 12 10	...	...	11 13 1	5 4 5	
1,372 5 0	588 12 6	1,961 1 6	...	...	17 0 10	7 13 2	
424 0 0	41 2 0	465 2 0	56 0 0	...	5 13 0	3 0 0	
221 0 0	32 11 0	253 11 0	19 0 0	...	4 4 10	2 2 9	
144 0 0	18 12 0	162 12 0	36 0 0	...	7 6 4	5 10 2	
176 0 0	26 6 0	202 6 0	40 0 0	...	4 14 11	2 14 9	
268 0 0	75 15 6	343 15 6	...	...	4 6 7	1 11 11	
97 0 0	2 4 0	99 4 0	8 0 0	...	4 11 7	2 4 7	
132 0 0	7 0 0	139 0 0	12 0 0	...	4 7 9	1 9 10	
144 0 0	4 0 0	148 0 0	...	...	6 6 11	2 1 6	
147 0 0	12 12 0	159 12 0	9 10 0	...	5 11 3	2 5 9	
240 0 0	37 12 9	277 12 9	...	...	5 10 9	2 9 7	
126 0 0	17 14 0	143 14 0	...	...	4 15 5	1 12 2	
480 0 0	...	480 0 0	...	...	17 2 3	8 9 1	
2,792 11 7	583 2 5	3,375 14 0	...	...	64 14 11	15 6 4	
720 0 0	240 0 0	960 0 0	...	...	38 13 6	13 13 6	
336 0 0	156 0 0	492 0 0	...	...	9 10 4	5 2 9	
391 10 2	87 5 3	478 15 5	...	...	15 15 5	12 0 0	
2,460 0 0	111 4 4	2,571 4 4	...	...	33 6 1	15 9 4	
1,296 0 0	109 1 5	1,405 1 5	...	...	27 0 3	11 9 10	
840 0 0	120 0 0	960 0 0	...	...	19 3 2	9 9 7	
660 0 0	60 0 0	720 0 0	...	...	11 1 3	9 1 3	
1,007 12 0	223 6 0	1,231 2 0	...	...	9 9 10	7 8 0	
1,067 7 3	141 9 10	1,209 1 1	...	...	14 3 6	7 0 11	
2,904 0 0	517 5 8	3,421 5 8	...	...	29 3 11	12 13 2	
192 0 0	150 4 0	342 4 0	...	...	14 14 1	4 11 1	
180 0 0	6 0 0	186 0 0	...	...	15 8 0	5 0 0	
1,860 0 0	312 0 0	2,172 0 0	...	...	12 10 0	6 9 1	
840 0 0	192 0 0	1,032 0 0	...	...	30 5 8	17 10 4	
2,904 0 0	163 8 1	3,067 8 1	...	...	22 6 3	9 12 3	
960 0 0	240 0 0	1,200 0 0	...	...	33 5 4	10 0 0	
440 0 0	268 9 0	708 9 0	...	...	35 6 5	15 0 0	
2,460 0 0	381 0 0	2,841 0 0	207 0 0	...	29 9 6	17 8 0	
4,464 0 0	4 14 0	4,468 14 0	...	...	15 14 5	6 0 6	
1,957 7 3	23 8 0	1,980 15 3	...	...	21 12 4	10 15 0	
600 0 0	84 0 0	684 0 0	...	...	52 9 10	27 15 0	
4,044 0 0	3,954 0 0	7,998 0 0	...	...	105 3 9	47 5 9	
1,327 2 0	368 6 9	1,695 8 9	43 6 0	...	20 14 11	9 14 0	
360 0 0	...	360 0 0	...	...	5 12 11	5 12 8	
4,728 8 3	970 6 10	5,698 15 1	...	126 15 1	40 7 2	19 7 5	
1,283 0 0	...	1,283 0 0	...	...	21 0 6	9 14 0	
3,182 9 10	561 1 3	3,743 11 1	16 13 3	...	16 4 5	7 7 1	

APPEN

TABLE No. 5.—*I. Institution for General*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average daily attendance.	Number of Language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9	9a.
Mission School, ...	Jounpore, ...	1863.	110	24	...	134	95·00	75	...
Ditto, ...	Zafrabad, ...	"	55	18	...	73	52·00	20	...
Gosacentola City School, ...	Mirzapore, ...	1863.	100	40	10	150	125·00	50	...
Gyanpore Church Mission School, ...	Ditto, ...	1853.	86	..	...	86	38·00	38	...
Church Mission School, ...	Goruckpore, ...	"	141	29	25	195	145·00	58	...
Bengalitola Preparatory School, ...	Benares, ...	1856.	120	...	...	120	91·00	97	...
Mrs. Smith's Girls' School, ...	Ditto, ...	1850.	120	...	...	120	100 00	...	...
Ditto ditto,	Ditto, ...	1862.	55	...	...	55	45·00	...	...
Church Mission Girls' School, ...	Azimgurh, ...	1864.	7	20	2	29	21·00	...	...
Orphan Boys' School, (Sigra), ...	Benares, ...	1838.	15	2	50	67	65·00	33	...
Ditto Girls' Ditto,	Ditto, ...	"	...	...	41	41	35·00	...	...
Three Infant Schools,	Ditto, ...	1849.	...	...	55	55	48·00	10	...
Church Mission English and Vernacular School, ...	Chunar, ...	1820.	122	29	4	155	125·00	35	...
Turnbulgunj Branch School, ...	Ditto, ...	1859.	20	4	...	24	21·00	...	...
Urdu Bazar School, Alinagar, ...	Goruckpore, ...	"	50	...	...	50	35·00	...	...
Bazar School, Ghazipore, ...	Ditto, ...	"	50	...	...	50	37·00	...	...
Ditto ditto, Ghazipore, ...	Ditto, ...	"	33	...	...	33	22·00	...	...
Christian Orphan Girls' and Infant Schools, ...	Ditto, ...	"	...	...	45	45	40·00	...	...
Boys' and Girls' School, Basharutpore, ...	Ditto, ...	"	6	41	41	47	42·00	...	...
Maharajah of Benares' Schools,	Bhadohin, Mirzapore,	1854.	36	23	...	59	54·00	...	...
	Suryawan, Mirzapore,	"	23	1	...	24	17·00	...	...
Mission School, ...	Nynee Tal, ...	1858.	130	3	...	833	89	10	...
Ditto, ...	Almorah, ...	1850.	123	6	1	130	103	130	...
Regimental School, 4th Goorkhas, ...	Ditto, ...	1863.	38	...	...	38	30	34	...
Mission School, ...	Mynpoory, ...	1858.	168	10	5	183	125	63	...
Ditto Girls' ditto,	Ditto, ...	1864.	40	...	...	140	37	...	...
Ditto (16) Girls' ditto,	Etawah, ...	1863.	222	...	...	222	222	...	...
Mission School, ...	Muttra, ...	1856.	91	6	...	97	70	95	...
Ditto (Orphan) ditto,	Secundra, Agra, ...	1861.	39	3	287	329	282	27	...
C. C. Free School and Generalgunj School, ...	Cawnpore, ...	1859.	419	48	17	484	363	380	...
Mission Orphan School, ...	Ditto, ...	"	...	...	97	97	86	...	...
Canning Protestant School, ...	Agra, ...	January, 1864, ...	...	...	45	45	45	45	...
Two Native Schools,	Ajmere, ...	"	65	62	...	127	99	...	...
Grand Total, ...	...	...	550	1031	1320	7780	6064	4035	...

DIX F.

Education, for the year 1864-65.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).—*(Continued.)*

Pupils studying in each at the close of the year.					Monthly rate of Schooling fees.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
110	110	...	24	...	Various rates.	1,500 0 0	1,350 0 0	...	310 12 6	122 1 0
...	68	...	5	...		300 0 0	150 0 0	...	...	30 14 4
...	35	...	75	...		1,800 0 0	...	...	150 1 6	120 0 0
...	38	20	19	...		600 0 0	...	...	600 0 0	...
...	70	...	67	...		1,200 0 0	...	...	112 0 0	150 0 0
...	62	...	...	115		540 0 0	...	...	631 0 9	253 0 0
...	...	...	120	...		992 0 0	...	...	...	1,192 0 0
...	...	...	55							
...	29	...	29			360 0 0	...	...	...	120 0 0
...	45	...	60			300 0 0	...	...	...	...
...	41	...	41			300 0 0	50 0 0	...	...	...
...	55	...	55			240 0 0	...	...	...	...
...	41	...	76	...		720 0 0	...	...	...	16 12 8
...	...	...	24							
...	...	...	50	...		600 0 0	...	...	...	...
...	...	...	50							
...	...	...	33							
...	45	...	45	...		360 0 0	...	...	...	
...	41	...	47							
...	29	...	30	...		240 0 0	...	...	...	348 0 0
...	...	6	24							
...	...	...	123			840 0 0	...	...	640 0 0	6 0 0
...	...	...	130			1,800 0 0	...	...	813 0 0	156 10 0
...	...	...	4			600 0 0	60 0 0	...	555 0 0	70 4 0
...	87	...	83			1,200 0 0	1,200 0 0	...	327 0 0	105 0 0
...	...	10	30			540 0 0	...	84 0 0	...	...
...	...	...	222			1,000 0 0	...	...	223 1 0	...
30	6	5	60			1,240 0 0	...	...	287 12 0	271 8 9
...	287	...	60			1,800 0 0	...	...	...	...
10	8	...	221			4,200 0 0	...	...	156 0 0	774 13 9
...	...	...	...			1,800 0 0	...	...	1,100 0 0	...
...	...	...	...			3,000 0 0	...	...	1,578 0 0	3,668 0 0
...	...	...	...			288 0 0	...	...	...	248 0 0
1,543	3,350	76	2,865	115		64,150 0 0	7,927 2 9	192 0 0	15,323 1 5	1,5930 2 4

APPEN

TABLE No. 5.—*I. Institution for General*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts—(*Concluded*). Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Mission School, ...	Jounpore, ...	1863.	15 0 0	15 8 0	3,313 5 6
Ditto, ...	Zafrabad, ...	"	15 15 8	45 0 0	541 14 0
Gosaeentola City School, ...	Mirzapore, ...	1863.	170 0 0	...	2,240 1 6
Gyanpore Church Mission School, ...	Ditto, ...	1863.	...	...	1,200 0 0
Church Mission School, ...	Goruckpore, ...	"	150 0 0	2,900 0 0	4,512 0 0
Bengalitola Preparatory School, ...	Benares, ...	1856.	...	...	1,424 0 9
Mrs. Smith's Girls' School, ...	Ditto, ...	1850.	...	...	2,184 0 0
Ditto ditto, ...	Ditto, ...	1862.			
Church Mission Girls' School, ...	Azimgurh, ...	1864.	...	...	480 0 0
Orphan Boys' School, (Sigra), ...	Benares, ...	1838.	...	560 0 0	860 0 0
Ditto Girls' Ditto,	Ditto, ...	"	...	254 0 0	604 0 0
Three Infant Schools,	Ditto, ...	1849.	...	318 0 0	558 0 0
Church Mission English and Vernacular School, ...	Chunar, ...	1820.	...	62 0 0	798 12 8
Turnbulgunj Branch School, ...	Ditto, ...	1859.			
Urdu Bazar School, Alinagar, ...	Goruckpore, ...	"			
Bazar School, Ghazipore, ...	Ditto, ...	"			
Ditto ditto, Ghazipore, ...	Ditto, ...	"	...	720 0 0	1,680 0 0
Christian Orphan Girls' and Infant Schools, ...	Ditto, ...	"			
Boys' and Girls' School, Basharutpore, ...	Ditto, ...	"			
Maharajah of Benares' Schools, ...	Bhadohin } Mirzapore,	1854. } ...	...	...	588 0 0
	Suryawan }	"			
Mission School, ...	Nynee Tal, ...	1858.	30 0 0	...	1,516 0 0
Ditto,	Almorah, ...	1850.	...	...	2,769 10 0
Regimental School, 4th Goorkhas, ...	Ditto, ...	1863.	...	...	1,285 4 0
Mission School, ...	Mynpoory, ...	1858.	...	...	2,832 0 0
Ditto Girls' ditto,	Ditto, ...	1864.	...	...	624 0 0
Ditto (16) Girls' do.,	Etawah, ...	1863.	...	400 0 0	1,623 0 0
Mission School, ...	Muttra, ...	1556.	131 5 11	600 0 0	2,490 10 8
Ditto (Orphan) ditto,	Secundra, Agra, ...	1861.	...	1,804 4 7	3,604 4 7
C. C. Free School and Generalgunj School, ...	Cawnpore, ...	1859.	622 4 0	3,222 2 0	8,975 3 9
Mission Orphan School, ...	Ditto, ...	"	...	810 0 0	3,710 0 0
Canning Protestant School, ...	Agra, ...	January, 1864, ...	...	1,000 0 0	9,246 0 0
Two Native Schools,	Ajmere, ...	"	64 0 0	...	600 0 0
Grand Total, ...			1,876 11 2	30,925 11 10	1,36,325 13 6

Office of Director of Public Instruction,
N.-W. Provinces:
Bareilly, the 12th July, 1865.

DIX F.

Education, for the year 1864-65.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).—(*Concluded.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost of Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,389 139	242 11 6	2,632 9 3	680 12 3	...	27 11 5	15 7 3	
471 6 0	173 5 0	644 11 0	...	102 13 0	12 6 4	5 12 2	
2,240 1 6	...	2,240 1 6	...	...	17 14 9	19 6 5	
693 14 3	10 4 0	704 2 3	495 13 9	...	18 8 6	15 12 7	
3,525 0 0	982 0 0	4,507 0 0	5 0 0	...	31 1 4	5 8 0	
1,139 0 6	314 14 2	1,454 3 1	...	30 2 11	15 15 0	5 14 11	
2,184 0 0	49 0 0	2,233 0 0	...	49 0 0	15 6 4	6 13 5	
361 14 2	136 15 0	498 13 2	...	18 13 2	23 12 1	17 2 3	
702 0 0	158 0 0	860 0 0	...	...	13 3 8	4 10 0	
528 0 0	75 0 6	604 0 0	...	...	17 4 1	8 9 0	
558 0 0	...	558 0 0	...	...	11 10 0	5 0 0	
789 0 0	6 0 0	795 0 0	3 12 8	...	5 7 1	4 15 0	
1,444 0 0	236 0 0	1,680 0 0	...	...	9 8 9	5 7 3	
370 10 8	13 14 3	384 8 11	203 7 1	...	5 6 3	3 6 1	
1,518 0 0	...	1,518 0 0	...	2 0 0	17 1 0	9 7 0	
2,608 11 0	55 0 0	2,663 11 0	105 15 0	...	25 13 9	17 7 7	
886 8 0	301 15 6	1,188 7 6	96 12 6	...	39 9 10	20 0 0	
2,160 0 0	672 0 0	2,832 0 0	...	...	22 10 6	9 9 7	
624 0 0	...	624 0 0	...	...	17 14 0	14 13 10	
1,623 0 0	...	1,623 0 0	...	...	7 5 0	4 8 0	
2,512 9 8	134 3 9	2,646 13 5	...	156 2 9	37 13 0	17 2 3	
3,604 4 7	...	3,604 4 7	...	...	12 12 6	6 6 1	
8,401 15 9	1,047 8 0	9,449 7 9	...	1047 8 0	26 0 6	11 9 1	
3,250 0 0	460 0 0	3,710 0 0	...	...	43 2 3	20 15 0	
6,025 10 8	2,557 9 1	8,583 3 9	662 12 13	...	190 11 9	66 10 8	
600 0 0	...	600 0 0	...	...	2 14 7	6 0 8	
1,09,421 9 7	21,000 2 1	1,30,431 11 8	9,851 4 9	960 2 11	21 8 6	10 9 2	

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 5 A.—*I. Institutions for General Education, for the year* 1864-65.

PRIVATE SCHOOLS OF THE MIDDLE CLASS OPEN TO GOVERNMENT INSPECTION (NOT AIDED BY GOVERNMENT).

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average daily attendance.	Number of Pupils studying in each language at the close of the year.							Monthly rate of Schooling Fees.	Receipts				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdoo.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.	15.
																Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.
Anglo-Vernacular School,	Tajgunj, Agra, ...	September, 1862, ...	37	9	...	46	44·62	46	...	...	...	...	...	...	...	8 14 6	...	...	185 13 11	55 0 0
Ditto, ...	Itmadpore, ditto, ...	January, 1864, ...	25	...	...	25	28·50	25	...	7	25	...	25	...	...	8 14 6	...	...	176 8 0	85 8 0
Ditto, ...	Ferozabad, ditto, ...	September, 1859, ...	29	2	...	31	30·75	31	...	1	18	...	27	...	...	8 14 6	...	...	241 8 0	36 0 0
Ditto, ...	Furrah, ditto, ...	August, 1864, ...	...	...	...	...	15·00	...	...	...	...	...	...	...	...	8 14 6	...	...	73 14 6	2 0 0
Ditto, ...	Nurwol, Cawnpore, ...	September, 1864, ...	29	...	...	29	28·12	29	...	2	7	...	29	...	...	8 14 6	...	183 0 0	88 3 1	...
Ditto, ...	Najafgurh, ditto, ...	Ditto, ...	7	...	...	7	7·00	7	...	...	...	...	7	...	...	8 14 6	...	120 0 0	38 12 8	...
Ditto, ...	Ghatampore, ditto, ...	Ditto, ...	15	3	...	18	17·23	18	...	...	9	...	16	...	...	8 14 6	...	207 0 0	126 11 9	...
Ditto, ...	Khanpore, ditto, ...	December, 1864, ...	33	...	...	33	32·10	33	...	...	...	...	33	...	...	8 14 6	...	190 0 0	25 0 0	...
Ditto, ...	Bhongaon, Mynpoorie, ...	October, 1864, ...	12	2	...	14	13·31	14	...	...	3	...	3	...	...	8 14 6	...	128 6 2	...	7 4 0
Ditto, ...	Kasgunj, Etah, ...	May, 1850, ...	...	1	...	1	9·28	1	...	...	...	...	...	...	...	8 14 6	...	2,117 8 8	...	14 8 0
Ditto, ...	Behar, Furruckabad, ...	February, 1865, ...	19	1	...	20	18·84	20	...	...	...	...	...	...	...	...	...	27 0 0	...	...
Ditto, ...	Bishangurh, ditto, ...	January, 1865, ...	14	...	...	14	12 96	14	...	...	...	...	...	...	...	...	...	60 0 0	...	...
Ditto, ...	Kurchana, Allahabad, ...	1861. ...	23	4	...	27	21·08	15	...	...	24	...	5	...	...	2 2 0	...	300 0 0	...	...
Ditto, ...	Kara, ditto, ...	1865. ...	11	69	...	80	68·64	66	...	40	80	...	16	...	...	...	...	173 0 6	...	92 4 0
Infant School, ...	Allahabad, ...	1862. ...	...	...	73	73	50 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Colonelgunj Bazar do.,	Ditto, ...	Ditto. ...	85	...	...	85	60·00	...	...	...	10	...	85	...	...	...	...	...	...	...
Ditto City Girls' do., ...	Ditto, ...	Ditto. ...	3	27	...	30	25·00	...	...	...	...	...	30	...	...	...	...	...	...	...
Mission Orphan School, ...	Shahjehanpore, ...	1858. ...	4	...	72	76	70·00	76	...	38	38	...	...	...	...	...	...	...	...	...
Five Subscription Schools,	Bijnour, ...	1864-65. ...	108	65	...	173	138·00	...	...	54	157	...	9	...	...	20 0 0	...	...	326 0 0	38 7 0
Four ditto ditto,	Moradabad, ...	1864-65. ...	126	12	...	138	120·00	...	...	...	105	...	33	...	...	2 8 6	...	...	216 0 0	...
Three ditto Girls' Schools,	Budaon, ...	1865. ...	...	46	...	46	46·00	...	...	...	46	...	...	...	...	...	...	...	...	...
Seven ditto ditto,	Bareilly, ...	1864. ...	14	102	...	116	93·00	...	...	3	90	...	...	...	...	...	...	...	...	...
Subscription School, ...	Sherekote, Bijnour, ...	1864. ...	21	4	...	25	25·00	25	...	...	25	...	...	...	...	...	...	...	200 0 0	18 6 0
Ditto ditto, ...	Dasna, Moradabad, ...	1863. ...	30	6	...	36	31·00	36	...	36	...	...	...	...	...	24 6 0	...	120 0 0	136 0 0	38 12 4
Grand Total, ...			645	353	145	1,143	1005·43	456	...	181	637	...	318	...	...	138 1 10	...	3,625 15 4	1,834 7 11	388 1 4

APPENDIX F.

TABLE No. 5 A.—*I. Institutions for General Education, for the year* 1864-65.

PRIVATE SCHOOLS OF THE MIDDLE CLASS OPEN TO GOVERNMENT INSPECTION, (NOT AIDED BY GOVERNMENT.)—(Concluded.)

Name of Institution.	Locality.	When Established.	Receipts—Concluded.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
			Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1.	2.	3.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
Anglo-Vernacular School,	Tajgunj, Agra, ...	September, 1862, ...	...	...	294 12 5	176 5 11	73 6 6	249 12 5	...	...	5 9 6	0 3 2	
Ditto, ...	Itmadpore ditto, ...	January, 1864, ...	...	...	270 14 6	138 0 0	132 14 6	270 14 6	...	...	9 8 1	0 6 0	
Ditto, ...	Ferozabad ditto, ...	September, 1859, ...	...	...	286 6 6	240 0 0	46 6 6	286 6 6	...	...	9 5 0	0 4 7¼	
Ditto, ...	Furrah ditto, ...	August, 1864, ...	...	...	84 13 0	44 14 6	39 14 6	84 13 0	...	...	5 10 6	0 9 6	
Ditto, ...	Nurwol, Cawnpore, ...	September, 1864, ...	...	...	280 1 7	88 3 1	8 14 6	97 1 7	183 0 0	...	3 7 3	0 5 1	
Ditto, ...	Najafgurh ditto, ...	Ditto, ...	...	...	167 11 2	61 7 4	8 14 6	70 5 10	97 5 4	...	10 10 0	1 4 4	
Ditto, ...	Ghatumpore ditto, ...	Ditto, ...	...	...	342 10 3	254 5 4	8 14 6	263 3 10	79 6 5	...	15 4 5	0 8 4	
Ditto, ...	Khanpore ditto, ...	December, 1864, ...	...	...	223 14 6	100 0 0	8 14 6	108 14 6	115 0 0	...	13 3 7	0 4 5	
Ditto, ...	Bhongaon, Mynpoory, ...	October, 1864, ...	...	...	144 8 8	128 6 2	16 2 6	144 8 8	...	...	11 1 1	0 10 11	
Ditto, ...	Kasgunj, Etah, ...	May, 1850, ...	...	...	2,140 15 2	565 0 0	21 6 6	586 6 6	1,554 8 8	...	66 3 1	0 15 10	
Ditto, ...	Bihar, Furruckabad, ...	February, 1865, ...	...	...	27 0 0	27 0 0	...	27 0 0	...	...	1 6 11	...	
Ditto, ...	Bishangurh ditto, ...	January 1864, ...	...	...	60 0 0	60 0 0	...	60 0 0	...	...	4 10 1	...	
Ditto, ...	Kurchana, Allahabad, ...	1861, ...	...	...	302 2 0	188 6 2	2 2 0	190 8 2	111 9 10	...	9 7 0	0 1 6	
Ditto, ...	Kara ditto, ...	1865, ...	...	...	265 4 6	136 0 0	129 4 6	265 4 6	...	...	3 13 10	...	
Infant School, ...	Allahabad, ...	1862, ...	...	...	...	...	...	...	...	...	...	...	Detail not furnished.
Colonelgunj Bazar do.,	Ditto, ...	Ditto, ...	...	...	200 0 0	...	...	200 0 0	...	...	3 5 4	...	
Ditto City Girls' do., ...	Ditto, ...	Ditto, ...	...	...	122 0 0	...	...	122 0 0	...	...	4 14 1	...	
Mission Orphan School,	Shahjehanpore, ...	1858, ...	...	1,494 13 5	1,494 13 5	1,380 0 0	114 13 5	1,494 13 5	...	...	21 0 0	...	
Subscription Schools, ...	Bijnour, ...	1864-65, ...	...	...	384 7 0	326 0 0	58 7 0	387 7 0	...	...	2 12 7	0 2 3	
4 ditto ditto, ...	Moradabad, ...	Ditto, ...	...	...	218 8 6	216 0 0	2 8 6	218 8 6	...	...	1 12 4	0 0 4	
3 ditto Girls' School, ...	Budaon, ...	1865, ...	...	46 0 0	46 0 0	46 0 0	...	46 0 0	...	...	1 0 0	...	
7 ditto ditto, ...	Bareilly, ...	1864, ...	...	860 0 0	860 0 0	860 0 0	...	860 0 0	...	...	9 3 11	...	
Subscription School, ...	Sherekote, Bijnour, ...	Ditto, ...	...	...	218 6 0	218 6 0	...	218 6 0	...	...	8 11 9	...	
Ditto ditto, ...	Dasna, Moradabad, ...	1863, ...	...	...	319 2 8	256 0 4	63 2 4	319 2 8	...	...	10 4 9	0 12 7	
Grand Total, ...	...	...	...	2,400 13 5	8,709 7 10	5,510 6 10	736 2 9	6,568 9 7	2,140 14 3	...	9 4 0	0 6 4	

Office of Director of Public Instruction,
N. W. Provinces,
Bareilly, the 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of guage English.	Arabic.
1.	2.		2a.	3.	4.	5.	6.	7.	8.	9.	9a.
								1st CIRCLE, DEPARTMENT			
Indigenous Schools.	Alligurh.	Hathras, ...	37	...	570	25	...	595	593	3	6
		Atrowli, ...	58	...	298	289	...	287	557	...	70
		Koel, ...	80	...	664	242	...	886	886	...	84
		Khyr, ...	19	...	156	30	...	186	186	...	12
		Iglas, ...	11	...	55	2	...	57	57	1	...
		Secundra Rao, ...	48	...	428	139	...	567	543	...	21
		Total, ...	253		2,151	727	...	2,878	2,822	4	193
	Boolundshuhur.	Secundrabad, ...	34	...	217	91	...	308	308	...	38
		Boolundshuhur, ...	47	...	326	201	8	535	535	...	97
		Anoopshuhur, ...	40	...	282	129	...	411	411	...	70
		Khoorja, ...	37	...	166	133	...	299	299	1	72
		Total, ...	158		991	554	8	1,553	1,553	1	277
	Meerut.	Meerut, ...	84	...	678	553	...	1,231	1,127	15	362
		Sirdhana, ...	15	...	161	59	...	220	210	...	22
		Barote, ...	25	...	236	84	...	320	307	...	8
		Ghazeeabad, ...	21	...	188	59	...	247	302	...	15
		Hauper, ...	22	...	151	133	...	284	303	...	57
		Muana, ...	22	...	151	115	...	266	340	...	38
		Total, ...	189		1,565	1,003	...	2,568	2,589	15	502
	Mozuffernuggur.	Mozuffernuggur, ...	46	...	369	316	...	685	685	...	200
		Jansuth, ...	73	...	422	272	...	695	695	...	122
		Shamli, ...	54	...	524	393	...	917	917	...	266
		Boorhana, ...	25	...	201	162	...	363	363	...	50
		Total, ...	198		1,516	1,144	...	2,660	2,660	...	638
	Saharunpore.	Saharunpore, ...	82	...	419	639	...	1,058	1,037	...	426
		Roorkee, ...	57	...	602	239	...	841	749	...	144
		Deobund, ...	46	...	431	318	...	749	763	...	262
		Nakoor, ...	46	...	244	368	...	612	583	...	301
		Total, ...	231		1,696	1,564	...	3,260	3,132	...	1,133
	Dehra-Doon.	Dehra Doon, ...	20		154	96	53	303	301	63	70
	Bareilly.	Bareilly, ...	142	...	805	483	...	1,288	1,290	...	224
		Nawabgunj, ...	31	...	118	98	...	216	213	...	47
		Pillibheet, ...	92	...	356	548	...	904	858	...	405
		Darow, ...	56	...	141	242	...	383	382	...	196
		Beesulpore, ...	72	...	513	41	...	554	558	...	34
		Faridpore, ...	30	...	189	29	...	218	216	...	1
		Aonlah, ...	71	...	495	137	...	632	625	...	49
		Shahie, ...	36	...	242	115	...	257	353	...	41
		Total, ...	530		2,859	1,693	...	4,559	4,495	...	987
	Bijnour.	Nagina, ...	110	...	460	392	...	852	852	...	217
		Chandpore, ...	47	...	240	144	...	384	362	...	86
		Dhampore, ...	79	...	296	438	...	734	631	...	326
		Bijnour, ...	64	...	468	287	...	755	753	...	131
		Nujibabad, ...	92	...	681	318	...	999	999	...	171
		Total, ...	392		2,145	1,579	...	3,724	3,597	...	931
	Budaon.	Budaon, ...	61	...	256	311	...	567	556	...	33
		Datagunj, ...	17	...	76	10	...	86	86	...	...
		Sashwan, ...	23	...	108	122	...	230	221	...	9
		Bissowli, ...	15	...	189	35	...	154	130	...	28
		Gunour ...	8	...	26	33	...	59	72	...	23
		Total, ...	124		585	511	...	1,096	1,065	...	93

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling Fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.	Kayasthi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P									
					Rs. As. P.	Rs. As. P.	Rs. As. P.		
87	8	50	465	...	0 4 11	7 1 7	...	...	...
428	29	47	108	...	0 4 5	5 2 9	...	...	...
481	50	19	259	...	0 7 2	5 9 2	...	...	...
66	...	18	94	...	0 5 2	4 10 10	...	...	...
29	...	1	28	...	0 13 2	4 10 10	...	...	...
362	17	32	228	...	0 6 11	7 13 7	...	...	...
1,453	104	167	1,182	...	0 6 7	35 0 9	...	...	...
139	61	...	84	...	0 8 6	...	...	...	...
397	12	4	46	...	0 4 5	...	...	...	...
131	...	78	99	...	0 6 0	...	...	...	...
137	3	8	85	...	0 6 1	...	...	...	...
804	76	90	314	...	0 6 2	...	...	...	...
567	...	...	324	...	0 4 11	...	...	...	...
98	...	30	70	...	0 3 5	...	...	...	...
38	7	...	94	...	0 5 0	...	...	...	...
108	...	14	117	...	0 5 4	...	...	...	...
122	12	...	100	...	0 4 0	...	...	...	...
127	6	6	17	...	0 4 10	...	...	...	...
1,060	25	50	722	...	...	...	...	...	...
210	15	27	330	...	0 3 10	...	...	...	...
275	24	29	325	...	0 5 4	...	...	...	...
187	27	36	451	...	0 3 5	...	...	...	...
122	10	18	120	...	0 4 1	...	...	...	...
794	76	110	1,226	...	0 4 1	...	...	...	...
432	54	40	231	...	0 2 8	...	...	...	...
174	25	157	365	...	0 3 3	...	...	...	...
202	29	20	236	...	0 2 11	...	...	...	...
270	20	2	60	...	0 2 11	...	...	...	...
1,078	128	219	892	...	0 2 11	...	...	...	...
76	48	16	220	...	0 8 3	...	...	...	...
503	31	58	225	...	0 6 3	10 5 0	360 0 0	...	...
140	13	...	38	...	0 9 3	1 13 1	...	...	...
261	63	7	174	...	0 5 2	3 8 0	...	...	...
250	41	...	23	...	0 9 11	2 8 8	...	...	...
210	47	31	279	...	0 8 4	2 6 5	...	...	...
147	16	8	60	...	0 9 10	1 2 5	...	...	...
427	8	80	88	...	0 7 6	1 15 10	57 0 0	...	...
297	15	21	10	...	0 8 9	1 4 0	...	...	...
2,235	234	205	897	...	0 7 5	24 15 5	417 0 0	...	...
288	85	34	312	...	0 4 7	...	...	...	...
169	6	...	115	...	0 9 3	...	...	...	...
195	60	1	183	...	0 11 10	...	...	...	...
310	24	43	294	...	0 6 9	...	...	...	...
312	102	37	571	...	0 5 2	...	...	...	...
1,274	277	115	1,475	..	...	...	...	...	...
455	...	30	52	...	0 7 6	...	...	...	...
59	...	...	27	...	0 13 8	...	...	...	...
168	1	9	43	...	0 8 2	...	...	...	...
88	26	...	20	...	0 10 2	...	...	...	...
30	1	3	13	...	0 9 1	...	...	...	...
800	28	42	155	...	0 8 4	...	...	...	...

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. Districts.	Locality. Tuhsil.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
								1st CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Allygurh.	Hatrass, ...	37	...	2,178 4 0	...	...	2,185 5 7
		Atrowli, ...	58	...	2,852 10 0	...	...	2,857 12 9
		Koel, ...	80	...	4,743 4 0	...	...	4,748 13 2
		Khyr, ...	19	...	717 13 0	...	...	722 7 10
		Iglas, ...	11	...	573 2 0	...	...	577 12 10
		Secundra Rao, ...	48	...	2,805 6 0	...	...	2,813 3 7
		Total, ...	253	...	13,870 7 0	...	...	3,906 7 6
	Boolundshuhur.	Secundrabad, ...	34	...	1,972 0 0	...	...	1,972 0 0
		Boolundshuhur, ...	47	...	1,485 14 0	...	492 10 0	1,978 8 0
		Anoopshuhur, ...	40	...	1,128 4 0	...	724 0 0	1,852 4 0
		Khoorja, ...	37	...	1,042 8 0	...	328 0 0	1,370 8 0
		Total, ...	158	...	5,628 10 0	...	1,544 10 0	7,173 4 0
	Meerut.	Meerut, ...	84	...	4,211 4 0	...	...	4,211 4 0
		Sirdhana, ...	15	...	535 8 0	...	...	535 8 0
		Barote, ...	25	...	984 0 0	...	...	984 0 0
		Ghazeeabad, ...	21	...	989 4 0	...	...	989 4 0
		Hauper, ...	22	...	929 4 0	...	...	929 4 0
		Muana, ...	22	...	882 0 0	...	...	882 0 0
		Total, ...	189	...	8,531 4 0	...	...	8,531 4 0
	Mozuffernuggur.	Mozuffernuggur, ...	46	...	1,998 0 0	...	...	1,998 0 0
		Jansuth, ...	73	...	2,772 0 0	...	...	2,772 0 0
		Shamli, ...	54	...	2,341 5 0	...	...	2,341 5 0
		Boorhana, ...	25	...	1,110 12 0	...	...	1,110 12 0
		Total, ...	198	...	8,222 1 0	...	...	8,222 1 0
	Saharunpore.	Saharunpore, ...	82	...	2,083 14 0	...	...	2,083 14 0
		Roorkee, ...	57	...	1,818 0 0	...	...	1,818 0 0
		Deobund, ...	46	...	1,685 1 0	...	...	1,685 1 0
		Nakoor, ...	46	...	1,284 3 0	...	...	1,284 3 0
		Total, ...	231	...	6,871 2 0	...	...	6,871 2 0
	Dehra Doon.	Dehra Doon, ...	20	...	2,038 8 0	...	...	2,038 8 0
	Bareilly.	Bareilly, ...	142	...	1,557 9 0	...	4,122 8 0	6,040 6 0
		Nawabgunj, ...	31	...	339 0 0	...	1,121 0 0	1,471 13 1
		Pillibheet, ...	92	...	1,081 8 0	...	2,223 0 0	3,308 0 0
		Darow, ...	56	...	609 12 0	...	2,137 0 0	2,739 4 8
		Beesulpore, ...	72	...	837 0 0	...	2,643 12 0	3,483 2 5
		Faridpore, ...	30	...	177 12 0	...	1,422 0 0	1,600 14 5
		Aonlah, ...	71	...	1,345 8 0	...	3,265 12 0	3,670 3 10
		Shahie, ...	36	...	679 8 0	...	1,635 0 0	2,315 12 0
		Total, ..	530	...	6,627 9 0	...	1,756 0 0	24,629 8 5
	Bijnour.	Nagina, ...	110	...	2,934 0 0	...	...	2,934 0 0
		Chandpore, ...	47	...	1,418 9 0	...	...	1,418 9 0
		Dhampore, ...	79	...	3,657 3 0	...	...	3,651 3 0
		Bijnour, ...	64	...	2,565 1 0	...	...	2,565 1 0
		Nujibabad, ...	92	...	3,885 0 0	...	...	3,885 0 0
		Total, ...	392	...	14,453 13 0	...	...	14,453 13 0
	Budaon.	Budaon, ...	61	...	625 8 0	...	2,305 8 0	2,931 0 0
		Datagunj, ...	17	...	294 0 0	...	588 0 0	882 0 0
		Sashwan, ...	23	...	513 0 0	...	834 0 0	1,347 0 0
		Bissowli, ...	15	...	203 4 0	...	786 0 0	989 4 0
		Gunour, ...	8	...	141 0 0	...	348 0 0	489 0 0
		Total, ...	124	...	1,776 12 0	...	4,861 8 0	6,638 4 0

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
2,178 4 0	7 1 7	2,185 5 7	...	...	3 11 0	0 0 2	
2,852 10 0	5 2 9	2,857 12 9	...	...	5 2 1	0 0 2	
4,743 4 0	5 9 2	4,748 13 2	...	...	5 5 9	0 0 1	
717 13 0	4 10 10	722 7 10	...	...	3 14 2	0 0 5	
573 2 0	4 10 10	577 12 10	...	...	10 2 2	0 1 5	
2,805 6 0	7 13 7	2,813 3 7	...	...	5 2 10	0 0 3	
13,870 7 0	35 0 9	13,905 7 9	...	...	4 14 10	0 0 2	
1,972 0 0	...	1,972 0 0	...	...	6 6 5	...	
1,485 14 0	492 10 0	1,978 8 0	...	...	3 11 2	...	
1,128 4 0	724 0 0	1,852 4 0	...	...	4 8 1	...	
1,042 8 0	328 0 0	1,370 8 0	...	...	4 9 4	...	
5,628 10 10	1,544 10 0	7,173 4 0	...	...	4 9 11	...	
3,311 4 0	900 0 0	4,211 4 0	...	...	3 11 9	...	
397 8 0	138 0 0	535 8 0	...	...	2 8 10	...	
816 12 0	167 4 0	984 0 0	...	...	3 3 3	...	
809 4 0	180 0 0	989 4 0	...	...	3 4 5	...	
706 8 0	222 12 0	929 4 0	...	...	3 1 1	...	
666 0 0	216 0 0	882 0 0	...	...	2 9 6	...	
6,707 4 0	1,824 0 0	8,531 4 0	...	...	3 4 9	...	
1,389 0 0	609 0 0	1,998 0 0	...	...	2 14 8	...	
1,840 8 0	931 8 0	2,772 0 0	...	...	3 15 10	...	
1,702 8 0	638 13 0	2,341 5 0	...	...	2 8 10	...	
813 12 0	297 0 0	1,110 12 0	...	...	3 1 0	...	
5,745 12 0	2,476 5 0	8,222 1 0	...	...	3 1 5	...	
1,649 14 0	434 0 0	2,083 14 0	...	...	2 0 2	...	
1,317 3 0	500 13 0	1,818 0 0	...	...	2 6 10	...	
1,311 0 0	374 1 0	1,685 1 0	...	...	2 3 4	...	
1,070 14 0	213 5 0	1,284 3 0	...	...	2 3 3	...	
5,348 15 0	1,522 3 0	6,871 2 0	...	...	2 3 1	...	
1,870 8 0	168 0 0	2,038 8 0	...	...	6 12 4	...	
4,472 8 0	1,567 14 0	6,040 6 0	...	...	4 10 11	0 0 2	
1,131 0 0	340 13 1	1,471 13 1	...	...	6 14 7	0 0 1	
2,223 0 0	1,085 0 0	3,308 0 0	...	...	3 13 8	0 0 1	
2,127 0 0	612 4 8	2,739 4 8	...	...	7 7 2	0 0 1	
2,643 12 0	839 6 8	3,483 2 5	...	...	6 3 10	0 0 1	
1,422 0 0	178 14 5	1,600 14 5	...	...	7 6 7	0 0 1	
2,322 12 0	1,347 7 10	3,670 3 10	...	...	5 9 2	0 0 1	
1,635 0 0	680 12 0	2,315 12 0	...	...	6 8 11	0 0 1	
17,977 0 0	6,652 8 5	24,629 8 5	...	...	5 7 8	0 0 1	
2,934 0 0	...	2,934 0 0	...	...	3 7 1	...	
1,418 9 0	...	1,418 9 0	...	...	3 14 8	...	
3,651 3 0	...	3,651 3 0	...	...	5 12 7	...	
2,565 1 0	...	2,565 1 0	...	...	3 6 6	...	
3,885 0 0	...	3,885 0 0	...	...	2 14 0	...	
14,453 13 0	...	14,453 13 0	...	...	4 0 3	...	
2,305 8 0	625 8 0	2,931 0 0	...	...	5 4 4	...	
588 0 0	294 0 0	882 0 0	...	...	10 4 1	...	
834 0 0	513 0 0	1,347 0 0	...	...	6 1 6	...	
786 0 0	203 4 0	989 4 0	...	...	7 10 0	...	
348 0 0	141 0 0	489 0 0	...	...	6 13 0	...	
4,861 8 0	1,776 12 0	6,638 4 0	...	...	6 3 9	...	

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.		2a.	3.	4.	5.	6.	7.	8.	9.	9a.
											1st CIRCLE, DEPARTMENT
Indigenous Schools.	Moradabad.	Moradabad, ...	67	...	343	363	5	711	540	...	216
		Thakoordwara, ...	29	...	158	51	...	209	163	...	32
		Kashipore, ...	22	...	111	83	...	194	128	20	54
		Sumbhul, ...	62	...	230	311	...	541	386	...	126
		Billeree, ...	27	...	148	77	...	225	167	...	46
		Amroha, ...	71	...	310	476	...	786	764	...	171
		Hussunpore, ...	21	...	138	115	...	253	251	...	63
		Total, ...	299	...	1,438	1,476	5	2,919	2,399	20	708
	Shahjehanpore.	Shahjehanpore, ...	55	...	277	229	...	506	506	...	6
		Jellalabad, ...	15	...	75	36	...	111	111	...	...
		Tilhur, ...	25	...	192	72	...	264	232	...	...
		Powayan, ...	13	...	112	13	...	125	125	...	...
		Khootar, ...	...	...	...	...	...	...	...	...	...
		Total, ...	108		656	350	...	1,006	974	...	6
		Grand Total, ...	2,502	...	15,756	10,697	66	26,519	25,527	103	5,538
											2nd CIRCLE, DEPARTMENT
	Agra.	Huzoor Tuhseel, ...	107	Different dates.	880	371	4	1,255	1,315	67	1
		Eradutnuggur, ...	3		20	...	...	20	21	9	...
		Futtehabad, ...	7		40	13	...	53	60	...	6
		Etmadpore, ...	1		3	...	...	3	350	...	...
		Ferozabad, ...	8		21	33	...	54	59	...	...
		Bah Pinnahut, ...	3		34	4	...	38	39	...	...
		Kheragurh, ...	1		14	...	...	14	11	...	...
		Futtehpore Sicri, ...	5		48	4	...	52	63	...	...
		Furrah, ...	5		36	32	...	68	62	...	18
		Total, ...	140		1,096	457	4	1,557	1,633·50	76	199
	Cawnpore.	Jajmow, ...	126	Different dates.	1,388	435	117	1,940	1,630	344	249
		Sarh Salempore, ...	10		101	...	...	101	90	...	...
		Ghatumpore, ...	16		78	5	...	83	76	...	5
		Bilhour, ...	21		110	24	...	134	101	...	9
		Sheoli Sheorajpore,	19		119	4	...	123	86	...	3
		Bithoor, ...	39		337	14	...	351	288	...	9
		Russoolabad, ...	8		60	1	...	61	55	...	...
		Ukberpore, ...	17		100	22	...	122	122	...	...
		Bhognipore, ...	36		136	74	...	210	210	...	10
		Secundra, ...	7		22	11	...	33	33	...	3
		Deyrapore, ...	12		62	3	...	65	65	...	...
		Total, ...	311		2,513	593	117	3,223	2,756	344	288
	Etah.	Etah, ...	28	Different dates.	245	147	...	392	297	...	14
		Alligunj, ...	25		177	49	...	226	251	...	8
		Kassgunj, ...	34		428	102	...	530	401	...	10
		Total, ...	87		850	298	...	1,148	449	...	32
	Etawah.	Etawah, ...	17	Different dates.	139	58	...	197	197	...	16
		Bhurthana, ...	10		45	...	...	45	45	...	...
		Bidhouna, ...	11		43	2	...	45	45	...	...
		Phupphoond, ...	13		56	13	...	69	69	...	...
		Dalailnuggur, ...	19		75	31	...	106	106	...	...
		Total, ...	70		358	104	...	462	462	...	16
	Furruckabad.	Huzoor Tuhseel, ...	79	Different dates.	905	171	151	1,227	1,058	131	50
		Chubramow, ...	39		202	80	...	282	222	14	...
		Thuthia Tirwa, ...	31		212	36	...	248	333	2	9
		Kanouj, ...	41		240	106	...	346	286	5	31
		Kaimgunj, ...	56		256	247	...	503	495	...	88
		Allygurh, ...	10		59	5	...	64	60	1	...
		Total, ...	256		1,874	645	151	2,670	2,354	153	178

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION—*(Continued.)*

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*									
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
411	58	...	24	89	0 8 3	...	...	...	...
87	3	33	75	...	0 12 6	...	...	...	...
29	1	1	66	4	0 9 11	...	...	...	180 0 0
374	11	26	12	64	0 9 5	...	...	...	...
109	3	2	1	73	0 9 8	...	...	...	...
457	9	...	23	142	0 4 3	...	...	...	...
108	9	...	12	69	0 4 10	...	...	...	...
1,575	94	62	213	441	0 7 4	...	...	...	180 0 0
378	17	15	201	...	0 4 4	...	...	...	...
97	9	...	23	...	0 6 10	...	...	...	...
208	16	...	40	...	0 5 9	...	...	...	...
5	52	22	51	...	0 4 6	...	...	...	...
...	...	...	...	...	...	...	...	...	...
688	94	37	315	...	0 5 1	...	...	...	...
11,837	1,184	1,113	7,511	452	...	60 0 2	417 0 0	...	180 0 0
PUBLIC INSTRUCTION, N. W. P.									
523	60	82	490	...	Various rates.	...	...	...	...
9	...	3	2	...	"	...	...	...	...
24	...	...	29	...	"	...	...	...	...
3	...	...	...	...	"	...	...	...	...
54	...	...	...	...	"	...	...	...	...
18	...	...	...	20	"	...	...	...	...
14	...	...	...	...	"	...	...	...	...
25	...	...	27	...	"	...	...	...	...
51	...	...	12	...	"	...	...	...	...
721	60	85	560	20	"	...	...	...	...
488	38	59	139	...	Various rates.	...	...	...	...
16	2	15	...	...	"	...	...	...	...
24	...	4	...	...	"	...	...	...	...
64	10	...	7	...	"	...	...	...	...
34	8	32	...	...	"	...	...	...	...
85	12	33	...	32	"	...	...	...	...
16	...	22	...	...	"	...	...	...	...
49	...	...	...	...	"	...	...	...	...
124	...	...	...	...	"	...	...	...	...
15	...	11	...	...	"	...	...	...	...
20	1	20	...	...	"	...	...	...	...
935	71	196	146	32	"	...	...	...	...
328	...	27	15	...	Various rates.	...	312 0 0	...	...
189	17	8	58	...	"	...	...	...	...
267	...	36	...	217	"	...	...	...	...
784	17	71	73	217	"	...	312 0 0	...	...
182	11	...	21	...	Various rates.	...	...	...	...
25	...	17	...	...	"	...	...	...	...
40	...	5	3	...	"	...	...	...	...
56	...	13	...	...	"	...	...	...	...
67	...	15	...	24	"	...	...	...	...
370	11	50	24	24	"	...	...	...	...
362	52	24	704	...	Various rates.	...	...	27 0 0	...
199	15	...	23	...	"	1 3 0	...	60 0 0	...
155	1	45	103	22	"	...	...	67 8 0	...
161	6	56	77	72	"	...	96 0 0	...	...
360	17	2	83	...	"	...	...	...	...
41	5	...	6	16	"	...	...	...	...
1,278	96	127	996	110	"	1 3 0	96 0 0	154 8 0	...

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Receipts—(Concluded.) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
								1st CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P	Rs. As. P.
Indigenous Schools.	Moradabad.	Moradabad, ...	67	...	...	...	3,355 8 0	3,355 8 0
		Thakoordwara, ...	29	...	...	...	1,531 8 0	1,531 8 0
		Kashipore, ...	22	...	21 0 0	...	753 12 0	954 12 0
		Sumbhul, ...	62	...	...	...	2,724 9 0	2,724 9 0
		Billeree, ...	27	...	...	...	1,210 5 0	1,210 5 0
		Amroha, ...	71	...	...	...	2,438 4 0	2,438 4 0
		Hussunpore, ...	21	...	...	...	913 8 0	913 8 0
		Total, ...	299	...	21 0 0	...	12,927 6 0	13,128 6 0
	Shahjehanpore.	Shahjehanpore, ...	55	...	453 12 0	...	1,196 4 0	1,650 0 0
		Jellalabad, ...	15	...	206 4 0	...	362 7 0	568 11 0
		Tilhur, ...	25	...	389 8 0	...	593 12 0	983 4 0
		Powayan, ...	13	...	156 4 0	...	348 0 0	504 4 0
		Khootar, ...	...	...	...	...	...	...
		Total, ...	108	...	1,205 12 0	...	2,500 7 0	3,706 3 0
		Grand Total, ...	2,502	...	69,246 14 0	...	39,392 15 0	1,09,297 13 2
								2nd CIRCLE, DEPARTMENT
	Agra.	Huzoor Tuhseel, ...	107	Different dates.	4,160 4 0	...	...	4,160 4 0
		Eradutnuggur, ...	3		138 0 0	...	...	138 0 0
		Futtehabad, ...	7		522 0 0	...	...	522 0 0
		Etmadpore, ...	1		84 0 0	...	...	84 0 0
		Ferozabad, ...	8		432 0 0	...	...	432 0 0
		Bah Pinnahut, ...	3		236 0 0	...	...	236 0 0
		Kheragurh, ...	1		60 0 0	...	...	60 0 0
		Futtehpore Sicri, ...	5		192 0 0	...	...	192 0 0
		Furrah, ...	5		110 0 0	...	...	110 0 0
		Total, ...	140		5,934 4 0	...	...	5,934 4 0
	Cawnpore.	Jajmow, ...	126	Different dates.	15,446 1 0	...	...	15,446 1 0
		Sarh Salempore, ...	10		429 12 0	...	...	429 12 0
		Ghatumpore, ...	16		429 12 0	...	...	429 12 0
		Bilhour, ...	21		916 8 0	...	...	916 8 0
		Sheoli Sheorajpore,	19		737 8 0	...	...	737 8 0
		Bithoor, ...	39		1,695 0 0	...	...	1,695 0 0
		Russoolabad, ...	8		323 4 0	...	...	323 4 0
		Ukberpore, ...	17		809 4 0	...	...	809 4 0
		Bhognipore, ...	36		1,330 8 0	...	...	1,330 8 0
		Secundra, ...	7		174 0 0	...	...	174 0 0
		Deyrapore, ...	12		570 0 0	...	...	570 0 0
		Total, ...	311		22,861 9 0	...	...	22,861 9 0
	Etah.	Etah, ...	28	Different dates.	1,952 0 0	...	...	2,264 0 0
		Alligunj, ...	25		1,229 0 0	...	...	1,229 0 0
		Kassgunj, ...	34		2,428 0 0	...	...	2,428 0 0
		Total, ...	87		5,609 0 0	...	...	5,921 0 0
	Etawah.	Etawah, ...	17	Different dates.	835 8 0	...	196 8 0	1,032 0 0
		Bhurthana, ...	10		120 0 0	...	216 0 0	336 0 0
		Bidhouna, ...	11		397 0 0	...	176 0 0	573 0 0
		Phupphoond, ...	13		360 0 0	...	216 0 0	576 0 0
		Dalsilnuggur, ...	19		387 0 0	...	402 0 0	789 0 0
		Total, ...	70		2,099 8 0	...	1,206 8 0	3,306 0 0
	Furruckabad.	Huzoor Tuhseel, ...	79	Different dates.	6,826 8 0	...	1,136 8 0	7,990 0 0
		Chubramow, ...	39		1,770 8 0	...	516 0 0	2,347 11 8
		Thuthia Tirwa, ...	31		1,056 8 0	...	540 0 0	1,662 8 0
		Kanouj, ...	41		1,282 8 0	...	1,005 0 0	2,383 8 0
		Kaungunj, ...	56		1,580 4 0	...	882 10 0	2,462 14 0
		Allygurh, ...	10		801 0 0	...	332 5 0	1,133 5 0
		Total, ...	256		13,316 12 0	...	4,412 7 0	17,980 14 0

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.		
3,355 8 0	...	3,355 8 0	...	...	6 3 5	...	
1,531 8 0	...	1,531 8 0	...	...	9 6 4	...	
933 12 0	21 0 0	954 12 0	...	...	7 7 4	...	
2,724 9 0	...	2,724 9 0	...	...	7 0 11	...	
1,210 5 0	...	1,210 5 0	...	...	7 3 11	...	
2,438 4 0	...	2,438 4 0	...	...	3 3 1	...	
913 8 0	...	913 8 0	...	...	3 10 3	...	
13,107 6 0	21 0 0	13,128 6 0	...	...	5 7 7	...	
1,196 4 0	453 12 0	1,650 0 0	...	...	3 4 2	...	
362 7 0	206 4 0	568 11 0	...	...	5 2 0	...	
593 12 0	389 8 0	983 4 0	...	...	4 3 9	...	
348 0 0	156 4 0	504 4 0	...	...	4 6 0	...	
...	...	...	...	...	...	...	
2,500 7 0	1,205 12 0	3,706 3 0	...	...	3 13 0	...	
92,071 10 0	17,226 3 2	1,09,297 13 2	...	...	4 1 11	...	
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
3,578 4 0	582 0 0	4,160 4 0	...	...	3 2 7	...	
102 0 0	36 0 0	138 0 0	...	...	6 9 2	...	
390 0 0	132 0 0	522 0 0	...	...	8 11 2	...	
84 0 0	...	84 0 0	...	...	24 0 0	...	
432 0 0	...	432 0 0	...	...	7 5 2	...	
236 0 0	...	236 0 0	...	...	6 1 0	...	
60 0 0	...	60 0 0	...	...	5 7 3	...	
192 0 0	...	192 0 0	...	...	3 0 9	...	
110 0 0	...	110 0 0	...	...	1 12 8	...	
5,184 4 0	750 0 0	5,934 4 0	...	...	3 10 1	...	
13,377 9 0	2,068 8 0	15,446 1 0	...	...	9 7 7	...	
343 8 0	86 4 0	429 12 0	...	...	4 12 5	...	
312 0 0	117 12 0	429 12 0	...	...	5 10 4	...	
623 4 0	293 4 0	916 8 0	...	...	9 1 2	...	
480 7 0	257 1 0	737 8 0	...	...	8 9 3	...	
1,306 8 0	388 8 0	1,695 0 0	...	...	5 14 2	...	
179 4 0	144 0 0	323 4 0	...	...	5 14 0	...	
521 4 0	288 0 0	809 4 0	...	...	6 10 2	...	
1,138 8 0	192 0 0	1,330 8 0	...	...	6 5 4	...	
174 0 0	...	174 0 0	...	...	5 4 4	...	
426 0 0	144 0 0	570 0 0	...	...	8 12 4	...	
18,682 4 0	3,979 5 0	22,861 9 0	...	...	8 4 9	...	
1,920 0 0	344 0 0	2,264 0 0	...	...	7 10 0	...	
1,096 0 0	133 0 0	1,929 0 0	...	...	4 14 4	...	
2,225 0 0	203 0 0	2,428 0 0	...	...	6 0 11	...	
5,241 0 0	680 0 0	5,921 0 0	...	...	6 3 10	...	
835 8 0	196 8 0	1,032 0 0	...	...	5 3 10	...	
120 0 0	216 0 0	336 0 0	...	...	7 7 6	...	
397 0 0	176 0 0	573 0 0	...	...	12 11 9	...	
360 0 0	216 0 0	576 0 0	...	...	8 5 6	...	
387 0 0	402 0 0	789 0 0	...	...	7 7 1	...	
2,099 8 0	1,206 8 0	3,306 0 0	...	...	7 2 6	...	
6,853 8 0	1,136 8 0	7,990 0 0	...	...	7 8 10	...	
1,830 8 0	517 3 0	2,347 11 0	...	...	10 9 2	...	
1,123 8 0	540 0 0	1,663 8 0	...	...	7 2 3	...	
1,378 8 0	1,005 0 0	2,383 8 0	...	...	8 4 9	...	
1,580 4 0	882 10 0	2,462 14 0	...	...	4 15 7	...	
801 0 0	332 5 0	1,133 5 0	...	...	18 14 3	...	
13,567 4 0	4,413 10 0	17,980 14 0	...	...	7 10 3	...	

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.		2a.	3.	4.	5.	6.	7.	8.	9.	9a.
								2nd CIRCLE, DEPARTMENT			
Indigenous Schools.	Humeerpore.	Humeerpore, ...	9	Different dates.	36	9	...	45	44	...	3
		Soomarepore, ...	9		40	8	...	48	46	...	...
		Jelalpore, ...	12		51	10	...	61	56	...	...
		Jaitpore, ...	1		13	...	...	13	12	...	...
		Modha, ...	2		4	22	...	26	22	...	...
		Mahoba, ...	1		9	3	...	12	11	...	...
		Punwaree, ...	2		24	1	...	25	23	...	...
		Raat, ...	11		98	25	...	123	122	...	14
		Total, ...	47		275	78	...	353	336	...	17
	Jaloun.	Jaloun, ...	7	Different dates.	84	...	...	84	74	...	...
		Atta, ...	7		80	19	...	99	95	...	...
		Oraie, ...	12		182	10	...	192	180	...	...
		Konch, ...	9		180	24	...	204	190	...	...
		Madhogurh, ...	6		55	...	...	55	40	...	...
		Total, ...	41		581	53	...	634	579	...	...
	Jhansie.	Jhansie, ...	10	Different dates.	110	39	...	139	111	...	16
		Mote, ...	7		57	...	...	57	47	...	...
		Gurotha, ...	13		172	...	...	172	126	...	...
		Mow, ...	9		231	12	...	243	202	...	5
		Purwaha, ...	4		24	5	...	29	23	...	3
		Total, ...	43		594	46	...	640	509	...	24
	Lullutpore.	Lullutpore, ...	16	Different dates.	127	4	...	131	120	...	...
		Mehronee, ...	14		126	...	...	26	125	...	...
		Total, ...	30		253	4	...	257	245	...	...
	Muthra.	Huzoor Tuhsil, ...	37	Different dates.	652	22	...	674	492	...	8
		Areeng, ...	6		42	...	...	42	27	...	...
		Chhatta, ...	7		53	16	...	69	52	...	...
		Kosee, ...	4		21	...	...	21	14	...	...
		Mahabun, ...	10		98	13	...	111	111	...	4
		Sadabad, ...	5		34	10	...	44	33	...	...
		Jalaisur, ...	19		137	81	...	218	156	...	3
		Total, ...	88		1,037	142	...	1,179	885	...	15
	Mynpoory.	Mynpoory, ...	15	Different dates.	135	38	...	173	209	...	...
		Kurhul, ...	2		12	8	...	20	15	...	...
		Bhongaon, ...	18		149	52	...	201	200	...	...
		Mustafabad, ...	3		18	8	...	26	22	...	...
		Shekoabad, ...	8		59	39	...	98	76	...	...
		Total, ...	46		373	145	...	518	522	...	...
		Grand Total, ...	1,159		9,804	2,565	272	12,641	10,730·50	573	769
								3rd CIRCLE, DEPARTMENT			
	Allahabad.	Arail, ...	7	Different dates.	25	11	...	36	32·00	...	...
		Bara, ...	2		18	...	...	18	16·00	...	...
		Chail, ...	70		255	287	...	542	528·00	225	28
		Handia, ...	19		78	85	...	163	154·00	...	5
		Kara, ...	15		62	89	...	151	148·00	...	54
		Khyragurh, ...	3		11	5	...	16	15·00	...	...
		Puchhim Serai, ...	21		27	97	...	124	116·00	...	3
		Phoolpore, ...	16		88	97	...	185	167·00	...	21
		Soram, ...	44		97	264	...	361	350.00	...	30
		Total, ...	197		661	935	...	1,596	1,526·00	225	141
	Azimgurh.	Deogaon, ...	9	Different dates.	78	16	...	94	94·00	...	...
		Huzoor Tuhsil, ...	27		133	85	...	218	218·00	...	48
		Juanpore, ...	36		250	70	...	320	320·00	...	9
		Mahomedabad, ...	25		42	137	...	179	179 00	...	10
		Mahul, ...	53		150	122	...	272	272·00	...	1
		Nagra, ...	26		139	81	...	220	220·00	...	40
		Total, ...	176	...	792	511	...	1,303	1,303·00	...	108

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.—(*Continued*)

Pupils studying in each Lan- at the close of the year.					Monthly rate of Schooling Fees.	Receipts			
Persian.	Urdu.	Sanskrit.	Hindee.	Kayasthi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)									
					Rs. As. P.	Rs. As. P.	Rs. As. P.		
30	...	...	...	12	Various rates.	...	...	...	...
9	...	...	...	59	"	...	...	...	...
11	...	...	...	50	"	...	...	...	...
...	...	...	...	13	"	...	...	...	...
...	...	...	...	26	"	...	...	...	...
12	...	...	...	...	"	...	...	...	...
...	...	...	...	25	"	...	...	...	...
...	...	...	...	109	"	...	...	...	...
62	...	...	...	294	"	...	...	...	...
...	...	50	...	34	Various rates.	...	...	...	...
32	...	...	...	67	"	...	...	...	...
49	...	...	...	143	"	...	...	...	...
27	...	...	...	177	"	...	...	...	...
...	...	10	...	45	"	...	...	...	...
108	...	60	...	466	"	...	...	...	...
19	15	33	25	90	Various rates.	...	...	...	...
...	...	...	...	57	"	...	...	...	...
6	...	37	...	129	"	...	...	...	...
5	6	25	63	155	"	3 0 6	...	...	...
6	4	...	7	25	"	...	...	...	...
36	25	95	95	456	"	3 0 6	...	...	...
14	...	...	117	...	Various rates.	...	...	...	...
...	...	...	126	...	"	...	...	...	...
14	...	...	243	...	"	...	...	...	...
90	16	197	276	...	Various rates.	...	...	...	...
5	2	19	18	...	"	...	...	...	...
20	...	7	49	...	"	...	...	...	...
...	...	...	21	...	"	...	...	...	...
17	...	25	36	...	"	...	...	...	...
38	2	...	6	...	"	...	...	...	...
141	4	7	69	...	"	...	...	...	...
311	24	255	475	...	"	...	...	...	...
153	29	8	30	...	Various rates.	...	...	...	...
12	...	...	8	...	"	...	...	...	...
166	15	14	...	...	"	...	...	...	...
26	...	...	12	...	"	...	...	...	...
77	...	...	21	...	"	...	...	...	...
434	44	22	71	...	"	...	...	...	...
5,053	348	961	2,683	2,889	"	4 3 6	408 0 0	154 8 0	...
PUBLIC INSTRUCTION, N. W. P.									
28	4	8	4	...	Various rates.	...	...	...	...
...	...	12	18	...	"	...	...	...	...
355	120	115	125	85	"	...	...	...	...
38	64	2	11	...	"	...	...	...	...
98	28	4	7	...	"	...	...	...	...
...	...	10	9	...	"	...	...	...	...
88	22	7	18	...	"	...	...	...	...
54	72	32	77	...	"	...	...	...	...
198	57	57	47	...	"	...	...	...	...
859	367	247	316	85	"	...	...	...	...
35	...	51	...	4	Various rates	...	...	...	...
64	20	63	25	120		...	...	...	...
91	11	83	13	152		...	...	...	...
25	8	10	12	21		...	...	...	...
132	15	90	23	37		...	...	...	...
158	36	22	10	30	"	...	...	...	...
495	90	305	83	364	"	...	...	...	...

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. Districts.	Locality. Tuhsil.	Number of Schools.	When Established.	Receipts—(Concluded). Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
						2nd CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As P.	Rs. As. P.
Indigenous Schools.	Humeerpore.	Humeerpore, ...	9	Different dates.	311 10 0	...	...	311 10 0
		Soomarepore, ...	9		324 12 0	...	...	324 12 0
		Jelalpore, ...	12		407 6 0	...	...	407 6 0
		Jaitpore, ...	1		52 8 0	...	...	52 8 0
		Modha, ...	2		111 0 0	...	...	111 0 0
		Mahoba, ...	1		30 0 0	...	...	30 0 0
		Punwaree, ...	2		68 4 0	...	...	68 4 0
		Raat, ...	11		228 4 0	...	...	228 4 0
		Total, ...	47		1,533 12 0	...	...	1,533 12 0
	Jaloun.	Jaloun, ...	7	Different dates.	106 8 0	...	...	106 8 0
		Atta, ...	7		355 12 0	...	...	355 12 0
		Oraie, ...	12		597 0 0	...	...	597 0 0
		Konch, ...	9		440 12 0	...	...	440 12 0
		Madhogurh, ...	6		192 4 0	...	...	192 4 0
		Total, ...	41		1,692 4 0	...	...	1,692 4 0
	Jhansie.	Jhansie, ...	10	Different dates.	637 14 0	...	...	637 14 0
		Mote, ...	7		216 0 0	...	...	216 0 0
		Gurotha, ...	13		276 0 0	...	...	276 0 0
		Mow, ...	9		618 12 0	...	...	621 12 6
		Purwaha, ...	4		202 8 0	...	...	202 8 0
		Total, ...	43		1,951 2 0	...	...	1,954 2 6
	Lullitpore.	Lullutpore, ...	16	Different dates.	278 14 0	...	...	278 14 0
		Mehronee, ...	14		326 0 0	...	...	326 0 0
		Total, ...	30		604 14 0	...	...	604 14 0
	Muthra.	Huzoor Tuhsil, ...	37	Different dates.	1,041 3 0	...	...	1,041 3 0
		Areeng, ...	6		57 0 0	...	...	57 0 0
		Chhatta, ...	7		327 8 0	...	...	327 8 0
		Kosee, ...	4		13 8 0	...	...	13 8 0
		Mahabun, ...	10		393 0 0	...	...	393 0 0
		Sadabad, ...	5		248 4 0	...	...	248 4 0
		Jalaisur, ...	19		894 10 0	...	...	894 10 0
		Total, ...	88		2,975 1 0	...	...	2,975 1 0
	Mynpoory.	Mynpoory, ...	15	Different dates.	1,277 4 0	...	...	1,277 4 0
		Kurhul, ...	2		48 0 0	...	...	48 0 0
		Bhongaon, ...	18		1,098 0 0	...	...	1,098 0 0
		Mustafabad, ...	3		154 0 0	...	...	154 0 0
		Shekoabad, ...	8		570 4 0	...	...	570 4 0
		Total, ...	46		3,147 8 0	...	...	3,147 8 0
		Grand Total, ...	1,159		61,725 10 0	...	5,618 15 0	67,911 4 6
						3rd CIRCLE, DEPARTMENT		
	Allahabad.	Arail, ...	7	Different dates.	175 14 0	...	25 0 0	201 2 0
		Bara, ...	2		103 2 0	...	4 0 0	107 2 0
		Chail, ...	70		2,475 13 0	...	42 8 0	2,518 5 0
		Handia, ...	19		1,005 7 0	...	10 4 0	1,015 11 0
		Kara, ...	15		1,112 3 0	...	13 9 0	1,125 12 0
		Khyragurh, ...	3		114 0 0	...	10 0 0	124 0 0
		Puchhim Serai, ...	21		1,144 7 0	...	43 0 0	1,187 7 0
		Phoolpore, ...	16		1,017 12 0	...	44 4 0	1,062 0 0
		Soram, ...	44		2,122 0 0	...	58 6 0	2,180 6 0
		Total, ...	197	...	9,270 10 0	...	251 3 0	9,521 13 0
	Azimgurh.	Deogaon, ...	9	Different dates.	330 0 0	...	...	330 0 0
		Huzoor Tuhsil, ...	27		1,106 12 0	...	...	1,106 12 0
		Juanpore, ...	36		2,134 8 0	...	...	2,134 8 0
		Mahomedabad, ...	25		374 6 3	...	...	374 6 3
		Mahul, ...	53		1,274 8 0	...	...	1,274 8 0
		Nagra, ...	26		1,747 8 0	...	...	1,747 8 0
		Total, ...	176	...	6,967 10 3	...	...	6,967 10 3

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.—(*Continued*).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.		
247 2 0	64 8 0	311 10 0	...	...	7 1 1	...	
201 0 0	123 12 0	324 12 0	...	...	7 0 11	...	
221 15 0	185 7 0	407 6 0	...	...	7 4 5	...	
39 12 0	12 12 0	52 8 0	...	...	4 6 0	...	
81 0 0	30 0 0	111 0 0	...	...	5 0 9	...	
30 0 0	...	30 0 0	...	...	2 11 8	...	
42 0 0	26 4 0	68 4 0	...	...	2 15 6	...	
202 0 0	26 4 0	228 4 0	...	...	1 13 11	...	
1,064 13 0	468 15 0	1,533 12 0	...	...	4 9 4	...	
106 8 0	...	106 8 0	...	...	1 7 0	...	
355 12 0	...	355 12 0	...	...	3 11 11	...	
597 0 0	...	597 0 0	...	...	3 5 1	...	
440 12 0	...	440 12 0	...	...	2 5 3	...	
192 4 0	...	192 4 0	...	...	4 12 11	...	
1,692 4 0	...	1,692 4 0	...	...	2 14 9	...	
637 14 0	...	637 14 0	...	...	5 12 0	...	
216 0 0	...	216 0 0	...	...	4 9 6	...	
276 0 0	...	276 0 0	...	...	2 3 1	...	
618 12 0	3 0 6	621 12 6	...	...	3 1 3	...	
202 8 0	...	202 8 0	...	...	8 12 10	...	
1,951 2 0	3 0 6	1,954 2 6	...	...	3 13 5	...	
205 0 0	73 14 0	278 14 0	...	...	2 5 2	...	
244 0 0	82 0 0	326 0 0	...	...	2 9 9	...	
449 0 0	155 14 0	604 14 0	...	...	2 6 10	...	
1,041 3 0	...	1,041 3 0	...	...	2 1 10	...	
57 0 0	...	57 0 0	...	...	2 1 9	...	
327 8 0	...	327 8 0	...	...	6 4 9	...	
13 8 0	...	13 8 0	...	...	0 15 5	...	
393 0 0	...	393 0 0	...	...	3 8 8	...	
248 4 0	...	248 4 0	...	...	7 8 4	...	
894 10 0	...	894 10 0	...	...	5 11 9	...	
2,975 1 0	...	2,975 1 0	...	...	3 5 10	...	
1,277 4 0	...	1,277 4 0	...	...	6 1 9	...	
48 0 0	...	48 0 0	...	...	3 3 2	...	
1,098 0 0	...	1,098 0 0	...	...	5 7 11	...	
144 0 0	10 0 0	154 0 0	...	...	7 0 0	...	
534 4 0	36 0 0	570 4 0	...	...	7 8 1	...	
3,101 8 0	46 0 0	3,147 8 0	...	...	6 0 6	...	
56,208 0 0	* 11,703 4 6	67,911 4 6	...	...	6 5 3	...	
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							
175 14 0	25 4 0	201 2 0	...	...	6 4 6	...	
103 2 0	4 0 0	107 2 0	...	...	6 11 0	...	
2,475 13 0	42 8 0	2,518 5 0	...	...	4 12 3	...	
1,005 7 0	10 4 0	1,015 11 0	...	...	6 11 5	...	
1,112 3 0	13 9 0	1,125 12 0	...	...	7 9 8	...	
114 0 0	10 0 0	124 0 0	...	...	8 4 3	...	
1,144 7 0	43 0 0	1,187 7 0	...	...	9 13 6	...	
1,017 12 0	44 4 0	1,062 0 0	...	...	6 5 9	...	
2,122 0 0	58 6 0	2,180 6 0	...	...	6 3 8	...	
9,270 10 0	251 3 0	9,521 13 0	..	...	6 3 10	...	
330 0 0	...	330 0 0	...	...	3 8 2	...	
1,106 12 0	...	1,106 12 0	...	...	5 1 3	...	
2,134 8 0	...	2,124 8 0	...	...	6 10 9	...	
374 6 3	...	374 6 3	...	...	2 1 5	...	
1,274 8 0	...	1,274 8 0	...	...	4 11 0	...	
1,747 8 0	...	1,747 8 0	...	...	7 15 1	...	
6,967 10 3	...	6,967 10 3	...	...	5 5 3	...	

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.		2a.	3.	4.	5.	6.	7.	8.	9.	9a.
									3RD CIRCLE, DEPARTMENT		
INDIGENOUS SCHOOLS.	BANDA.	Huzoor Tuhsil, ...	28	Different dates.	212	72	...	284	246·00	...	6
		Palani, ...	3		24	9	...	33	31·00	...	...
		Total, ...	31		236	81	...	317	277·00	...	6
	BENARES.	Chundowli. ...	26	Different dates.	204	20	...	224	152·79	...	...
		Huzoor Tuhsil, ...	253		2,561	243	...	2,804	2,321·02	62	7
		Total, ...	279		2,765	263		3,028	2,473·81	62	7
	FUTTEHPORE.	Ghazipore, ...	31	Different dates.	151	11	...	162	142·00	...	...
		Huzoor Tuhsil, ...	103		460	192	...	652	599·00	...	10
		Khakreree, ...	28		110	55	...	163	152·00	...	17
		Kulianpore, ...	73		420	93	...	513	485·00	...	34
		Kora, ...	21		200	57	...	257	194·00	...	25
		Khaga, ...	27		77	115	...	192	145·00	...	15
		Total, ...	283		1,418	521	...	1,939	1,717·00	...	101
	GORUCKPORE.	Bansee, ...	29	Different dates.	491	152	...	643	633·00	...	...
		Bansgaon, ...	22		438	22	...	460	460·00	...	...
		Captaingunj, ...	20		253	19	...	272	272·00	...	...
		Dewaree, ...	61		531	114	...	645	645·00	...	4
		Huzoor Tuhsil, ...	61		330	282	...	612	612·00	...	60
		Khalilabad, ...	22		580	65	...	645	645·00	...	...
		Munsoorgunj, ...	8		90	...	...	90	90·00	...	...
		Pudrowna, ...	29		256	...	...	256	256·00	...	...
		Total, ...	252		2,969	654	...	3,623	3,613·00	...	64
	JOUNPORE.	Jounpore, ...	26	Different dates.	105	171	...	276	192·98	...	59
		Kerakut, ...	11		78	7	...	85	72·88	...	...
		Kothun, ...	29		113	175	...	288	288·00	...	6
		Muchlishuhur, ..	13		50	48	...	98	98·00	...	6
		Mundiahun, ...	24		157	34	...	191	188·98	...	8
		Total, ...	103		503	435	...	938	840·84	...	89
	MIRZAPORE.	Chunar, ...	21	Different dates.	215	70	...	285	191·00	...	...
		Huzoor Tuhsil, ...	81		860	303	...	1,163	785·00	100	80
		Robertsgunj, ...	...		...	...	...	...	...	...	...
		Total, ...	102		1,075	373	...	1,448	976·00	100	80
	GHAZEPORE.	Ghazeepore ...	30	Different dates.	182	41	...	223	223·00	45	36
		Sydpore, ...	10		37	63	...	100	100·00	...	11
		Zamania, ...	19		186	111	...	297	297·00	...	15
		Mahomdabad, ...	11		62	50	...	112	112·00	...	15
		Bullia, ...	42		150	45	...	195	195·00	...	19
		Rusra, ...	27		202	155	...	357	357·00	...	96
		Total, ...	139		819	465	...	1,286	286·00	45	192
		GRAND TOTAL, ..	1,642		11,238	4,238	...	15,476	14,020·65	432	788
		GRAND TOTAL,	5,303		36,758	17,500	338	54,636	50,278 15	1,108	7,095

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.—*(Continued).*

Pupils studying in each Language at the close of the Year.					Monthly rate of Schooling fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee.	Kayasthi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—*(Continued.)*									
						Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
182	...	24	8	258	Various rates.	...	...	...	...
9	...	24	6	...	"	...	...	...	...
191	...	48	14	258	"	...	...	...	...
91	18	61	20	72	Various rates.	2 0 0	...	...	...
424	82	1,483	106	786	"	61 15 0	...	...	...
515	100	1,544	126	858	"	63 15 0	...	...	...
45	...	14	34	93	Various rates.	13 4 6	...	...	...
296	...	76	35	299	"	39 13 0	...	...	...
52	...	11	10	128	"	...	...	...	...
65	...	57	...	425	"	18 8 0	...	...	...
72	...	20	...	157	"	21 12 0	...	...	...
95	...	8	12	100	"	...	...	...	...
625	...	186	91	1,202	"	93 5 6	...	...	...
349	...	278	20	16	Various rates.	...	...	...	...
160	15	300	34	...	"	...	...	...	...
65	18	199	250	...	"	...	...	...	...
222	185	330	252	93	"	...	...	...	...
360	72	252	61	78	"	...	...	...	...
117	12	403	...	125	"	...	...	...	...
...	...	90	...	...	"	...	...	...	...
62	42	194	119	...	"	...	...	...	...
1,335	344	2,086	568	312	"	...	...	...	...
137	...	...	...	80	Various rates.	...	...	...	3,069 0 0
4	...	74	...	7	"	...	...	...	108 0 0
190	...	4	...	94	"	...	...	...	2,600 0 0
61	...	21	...	...	"	...	...	...	744 0 0
88	...	73	10	38	"	...	...	...	960 0 0
480	...	172	10	219	"	...	...	...	6,981 0 0
84	15	21	45	170	Various rates.	13 4 0	...	...	...
225	100	280	120	560	"	17 5 0	...	...	...
...	...	...	...	...	"	...	...	...	...
309	115	301	165	730	"	30 9 0	...	...	...
35	...	32	75	...	Various rates.	...	...	...	...
35	...	21	33	...	"	...	...	...	...
75	...	41	166	...	"	...	...	...	...
34	...	27	36	...	"	...	...	...	...
57	...	27	92	...	"	...	...	...	...
77	...	45	119	...	"	...	...	...	...
313	...	193	521	...	"	...	...	...	...
5,122	1,016	5,042	1,894	5,160	From 1 anna to 75 Rs	187 13 6	...	...	6,981 0 0
22,012	12,448	17,016	10,088	8,501	"	248 1 2	825 0 0	154 8 0	7,161 0 0

APPEN

TABLE No. 6.—*Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS

Name of Institution.	Locality. District.	Locality. Tuhsil.	Number of Schools.	When Established.	Receipts—(Concluded). Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
							3rd CIRCLE, DEPARTMENT	
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Banda.	Huzoor Tuhsil, ...	28	Different dates.	7,668 0 0	...	...	7,668 0 0
		Palani, ...	3		445 8 0	...	...	445 8 0
		Total, ...	31		8,113 8 0	...	...	8,113 8 0
	Benares.	Chundowli, ...	26	Different dates.	1,056 12 0	...	...	1,058 12 0
		Huzoor Tuhsil, ...	253		4,747 8 0	...	1,323 0 0	6,132 7 0
		Total, ...	279		5,804 4 0	...	1,323 0 0	7,191 3 0
	Futtehpore.	Ghazipore, ...	31	Different dates.	1,282 8 0	...	...	1,295 12 6
		Huzoor Tuhsil, ...	103		3,215 13 0	...	...	2,255 10 0
		Khakreree, ...	28		980 0 0	...	...	980 0 0
		Kalianpore, ...	73		754 0 0	...	...	772 8 0
		Kora, ...	21		685 0 0	...	...	706 12 0
		Khaga, ...	27		1,032 0 0	...	...	1,032 0 0
		Total, ...	283		7,949 5 0	...	...	8,042 10 6
	Goruckpore.	Bansee, ...	29	Different dates.	350 0 0	...	...	350 0 0
		Bansgaon, ...	22		534 0 0	...	...	534 0 0
		Captaingunj, ...	20		658 0 0	...	...	658 0 0
		Dewaree, ...	61		1,650 0 0	...	...	1,650 0 0
		Huzoor Tuhsil, ...	61		3,222 0 0	...	...	3,222 0 0
		Khalilabad, ...	22		480 0 0	...	...	480 0 0
		Munsoorgunj, ...	8		...	...	...	...
		Pudrowna, ...	29		642 0 0	...	...	642 0 0
		Total, ...	252		7,536 0 0	...	...	7,536 0 0
	Jounpore.	Jounpore, ...	26	Different dates.	784 0 0	...	...	3,853 0 0
		Kerakut, ...	11		40 0 0	...	...	148 0 0
		Kothun, ...	29		454 0 0	...	...	2,554 0 0
		Muchlishuhur, ...	13		343 8 0	...	...	1,087 8 0
		Mundiahun, ...	24		297 0 0	...	...	1,257 0 0
		Total, ...	103		1,918 8 0	...	...	8,899 8 0
	Mirzapore.	Chunar, ...	21	Different dates.	1,164 8 0	...	100 0 0	1,277 12 0
		Huzoor Tuhsil, ...	81		3,025 8 0	...	425 0 0	3,467 13 0
		Robertsgunj, ...	...		...	...	...	...
		Total, ...	102		4,190 0 0	...	525 0 0	4,745 9 0
	Ghazeepore.	Ghazeepore, ...	30	Different dates.	1,999 0 0	...	...	1,999 0 0
		Sydpore, ...	10		275 7 0	...	...	275 0 0
		Zamania, ...	19		445 0 0	...	...	445 0 0
		Mahomdabad, ...	11		318 7 0	...	...	318 7 0
		Bullia, ...	42		1,845 0 0	...	...	1,845 0 0
		Rusra, ...	27		1,275 0 0	...	...	1,275 0 0
		Total, ...	139		6,157 14 0	...	...	6,157 14 0
		Grand Total, ...	1,642		57,907 11 3	...	2,099 3 0	67,175 11 9
		GRAND TOTAL,	5,303		1,88,880 3 3	...	47,111 1 0	2,44,384 13 5

Office of Director of Public Instruction,
N.-W. Provinces:
Bareilly, the 12th July, 1865.

DIX F.

Education, for the year 1864-65.

OPEN TO GOVERNMENT INSPECTION.—(*Concluded.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
7,668 0 0	...	7,668 0 0	...	...	27 0 0	...	
445 8 0	...	445 8 0	...	...	13 8 0	...	
8,113 8 0	...	8,113 8 0	...	...	25 9 9	...	
1,056 12 0	2 0 0	1,058 12 0	...	...	6 14 10	0 0 3	
4,747 8 0	1,384 15 0	6,132 7 0	...	...	2 10 3	0 0 5	
5,804 4 0	1,386 15 0	7,191 3 0	...	...	2 14 6	0 0 5	
1,282 8 0	13 4 6	1,295 12 6	...	...	9 2 0	0 1 5	
3,215 13 0	39 13 0	3,255 10 0	...	...	5 6 11	0 1 11	
980 0 0	...	980 0 0	...	...	6 7 2	...	
754 0 0	18 8 0	772 8 0	...	...	1 9 5	0 0 7	
685 0 0	21 12 0	706 12 0	...	...	3 10 3	0 1 10	
1,032 0 0	...	1,032 0 0	...	...	7 1 10	...	
7,949 5 0	93 5 6	8,042 10 6	...	...	4 10 11	0 0 10	
350 0 0	...	350 0 0	...	...	0 15 4	...	
534 0 0	...	534 0 0	...	...	3 5 5	...	
658 0 0	...	658 0 0	...	...	9 0 3	...	
1,650 0 0	...	1,650 0 0	...	...	5 3 9	...	
3,222 0 0	...	3,222 0 0	...	...	8 15 6	...	
480 0 0	...	480 0 0	...	...	2 2 3	...	
...	...	...	...	...	...	...	
642 0 0	...	642 0 0	...	...	10 5 8	...	
7,536 0 0	...	7,536 0 0	...	...	4 12 6	...	
3,069 0 0	784 0 0	3,853 0 0	...	...	19 15 5	...	
108 0 0	40 0 0	148 0 0	...	...	2 6 6	...	
2,100 0 0	454 0 0	2,554 0 0	...	...	8 13 10	...	
744 0 0	343 8 0	1,087 8 0	...	...	1 1 6	...	
960 0 0	297 0 0	1,257 0 0	...	...	6 10 5	...	
6,981 0 0	1,918 8 0	8,899 8 0	...	...	10 9 4	...	
1,164 8 0	113 4 0	1,277 12 0	...	...	6 11 0	0 1 1	
3,025 8 0	542 5 0	3,467 13 0	...	...	4 6 8	0 0 4	
...	...	...	...	...	...	...	
4,190 0 0	555 9 0	4,745 9 0	...	...	4 15 2	0 0 5	
1,999 0 0	...	1,999 0 0	...	...	8 15 5	...	
275 7 0	...	275 7 0	...	...	2 12 1	...	
445 0 0	...	445 0 0	...	...	1 8 10	...	
318 7 0	...	318 7 0	...	...	2 13 6	...	
1,845 0 0	...	1,845 0 0	...	...	4 7 5	...	
1,275 0 0	...	1,275 0 0	...	...	3 9 2	...	
6,157 14 0	...	6,157 14 0	...	...	4 12 9	...	
62,970 3 3	4,205 8 6	67,175 11 9	...	...	4 12 8	0 0 2	
2,11,249 13 3	33,135 0 2	2,44,384 13 5	...	...	5 1 3	...	

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools), for the year* 1864-65.

GOVERNMENT INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9 d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. A. P.			Rs. A. P.
Normal School, ...	Agra, ...	1st June, 1855.	99	15	...	114	124	114	...	...	114	...	114	...	1a. to 4as.	11,911 3 7	...	...	150 0 0
Ditto, ...	Benares, ...	June, 1856.	156	9	...	165	13·300	...	...	...	123	...	165	...	...	12,721 11 0	...	...	...
Ditto, ...	Meerut, ...	1st Jany., 1857.	58	68	...	126	128	98	...	36	79	...	47	...	4 annas.	11,479 2 10	...	...	...
Ditto, ...	Almorah, ...	Ditto, 1860.	8	...	...	8	15	...	...	...	...	...	8	...	...	840 0 0	...	...	...
Ditto, ...	Etawah, ...	1863.	33	...	...	33	29	...	33	...	...	...	33	...	...	600 0 0	...	...	1,848 0 0
Ditto ...	Ajmere, ...	1864.	14	...	...	14	10	...	...	...	...	...	10	...	...	200 8 2	...	...	...
Thomason Civil Engineering College.	Roorkee, ...	19th October, 1847.	34	21	72	127	110·92	72	...	...	55	...	...	...	...	60,362 0 0	...	...	...
Medical School, ...	Agra, ...	1854.	20	71	1	92	111⅓	...	...	...	92	...	...	...	...	21,468 6 9	...	...	...
Total, ...	...	...	422	184	73	679	661·25	284	33	36	463	...	377	...	...	1,19,583 0 4	...	...	1,998 0 0

APPENDIX F.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools), for the year* 1864-65—(*Concluded.*)

GOVERNMENT INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts—(*Concluded.*) Fees, Fines, &c.	Receipts—(*Concluded.*) Sale of Books.	Receipts—(*Concluded.*) Other sources.	Receipts—(*Concluded.*) Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Annual Cost of educating each Pupil. Cost to Government.	Remarks.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
Normal School, ...	Agra, ...	1st June, 1855.	32 15 0	...	...	12,094 2 7	11,532 5 11	561 12 8	12,094 2 7	...	...	97 8 6	96 0 11	
Ditto, ...	Benares, ...	June, 1856.	35 0 0	...	...	12,756 11 0	12,721 11 0	...	12,721 11 0	35 0 0	...	95 15 6	95 10 5	
Ditto, ...	Meerut, ...	1st Jany., 1857.	57 8 0	29 8 0	64 6 11	11,630 5 9	11,204 15 9	398 7 9	11,603 7 6	26 14 3	...	90 10 5	89 10 10	
Ditto, ...	Almorah, ...	Ditto, 1860.	...	...	...	840 0 0	840 0 0	...	840 0 0	...	...	56 0 0	56 0 0	
Ditto, ...	Etawah, ...	1863.	...	...	...	2,448 0 0	2,448 0 0	...	2,448 0 0	...	...	7 9 9	2 11 0	
Ditto, ...	Ajmere, ...	1864.	...	...	...	200 8 2	200 8 2	...	200 8 2	...	...	...	20 0 0	
Thomason Civil Engineering College.	Roorkee, ...	19th October, 1847.	...	...	3,495 10 11	63,857 10 11	48,903 0 0	11,459 0 0	60,362 0 0	349 10 11	...	575 4 10	543 12 9	
Medical School, ...	Agra, ...	1854.	...	...	...	21,468 6 9	21,468 6 9	...	21,468 6 9	...	...	191 15 0	191 15 0	
Total, ...	...	...	125 7 0	29 8 0	3,560 1 10	1,25,296 1 2	1,09,318 15 7	12,419 4 5	1,21,738 4 0	3,557 13 2	...	139 6 0	137 0 0	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 8.—*II. Institutions for Special or Professional Education, (including Normal Schools), for the year* 1864-65.

PRIVATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Male Normal School,	Sigra, ...	1862.	...	...	22	22	20	15	...	...	22	...	22	...	...	2,400 0 0	...	...	2,676 0 0
Female Normal School,	Benares, ...		...	...	14	14													
Total, ...	...	...	...	...	36	36	20	15	...	...	22	...	22	...	...	2,400 0 0	...	...	2,676 0 0

APPENDIX F.

TABLE No. 8.—*II. Institutions for Special or Professional Education, (including Normal Schools,) for the year* 1864-65—(*Concluded.*)

PRIVATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			R. A. P.	R. A. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	R. A. P.	R. A. P.	Rs. As. P.	Rs. As. P.	
Male Normal School, Female Normal School,	Sigra, ... Benares, ...	1862.	...	...	1,200 0 0	6,276 0 0	4,525 0 0	1,751 0 0	6,276 0 0	...	...	313 12 8	120 0 0	
Total, ...	...	...	...	...	1,200 0 0	6,276 0 0	4,525 0 0	1,751 0 0	6,276 0 0	...	...	313 12 8	120 0 0	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 9.—*Abstract of Attendance at the above Institutions, during the year* 1864-65.

		Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
General Education,	Government, ...	10,77·6	2,462·5	1,02,534·65	1,06,074·75	
	Private, ...	925·5	8,179·43	50,278·15	59,383·08	
Special Education,	Government, ...	110·92	496·33	54·	661·25	
	Private, ...	...	20·	...	20·	
Total, ...		2,114·02	11,158·26	1,52,866·80	1,66,139·08	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 10.—*Abstract of Receipts and Charges at the above Institutions, for the year* 1864-65.

		Receipts.				Charges.				Remarks.
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.	
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education,	Government, ...	1,58,595 10 3	69,453 0 7	3,80,193 13 8	6,08,242 8 6	1,56,038 15 8	67,474 6 6	3,23,623 15 6	5,47,137 5 8	
	Private, ...	50,295 3 10	1,45,035 5 4	2,44,384 13 5	4,39,715 6 7	52,308 11 7	1,37,000 5 3	2,44,384 13 5	4,33,693 14 3	
Special Education,	Government, ...	63,857 10 11	57,949 14 1	3,488 8 2	1,25,296 1 2	60,362 0 0	57,887 11 10	3,488 8 2	1,21,738 4 0	
	Private, ...	0 0 0	6,276 0 0	0 0 0	6,276 0 0	0 0 0	6,276 0 0	0 0 0	6,276 0 0	
Total, ...		2,72,748 9 0	2,78,714 4 0	6,28,067 3 3	11,79,530 0 3	2,68,709 11 3	2,68,638 7 7	5,71,497 5 1	11,08,845 7 11	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 11.—*Abstract of Grants-in-aid received by Private Institutions, during the year* 1864-65.

	Colleges			Superior Schools.			Inferior Schools.			Total.			Remarks.
	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
General Education, ...	13,800	0	0	65,218	0	0	6,112	0	0	85,130	0	0	
Special Education, ...	0	0	0	5,400	0	0	0	0	0	5,400	0	0	
Total, ...	13,800	0	0	70,618	0	0	6,112	0	0	90,530	0	0	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year 1864-65 at each Institution for the last five years.*

Colleges and Schools.	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Government.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Government College, Agra, ...	310	40,782 9 6	131 9 0	270	39,609 3 5	133 8 10	276·2	41,739 1 10	151 4 0	258	42,143 7 7	163 5 7	266·6	45,288 4 7	170 0 0
Ditto ditto Bareilly, ...	220	29,721 7 3	135 0 0	271·5	31,336 11 6	114 0 0	302·6	34,628 0 0	111 0 0	314	38,880 0 0	123 13 1	309	41,174 0 0	133 4 0
Ditto ditto Benares, ...	379	60,111 3 10	158 0 0	368	56,069 12 0	119 0 8	411·75	57,294 10 4	139 1 0	441	64,630 12 9	146 8 10½	502	69,576 11 1	138 9 7
Ditto School, Ajmere, ...	140	20,478 6 5	145 3 4	127	19,315 5 1	127 14 8	148	17,581 2 3	104 0 6	153·5	18,440 10 10	120 2 0	169·8	19,723 10 6	116 0 4
Hume's High School, Etawah, ...	...	...	...	...	...	...	206	7,626 4 11	37 0 4	306	9,095 13 3	29 9 4	...	...	...
Anglo-Vernacular School, Allygurh, ..	83	1,721 5 8	20 13 9	113	2,097 3 11	18 8 11	143	2,740 2 4	19 2 7	156	2,605 1 8	16 10 7	175	3,351 8 7	19 2 5
Ditto ditto Pilibheet, ...	62	1,915 10 9	30 14 4	118	3,164 10 6	26 13 0	108	3,036 3 2	28 1 10	89	2,858 4 0	32 1 10	88	3,021 10 0	34 5 5
Ditto ditto Shahjehanpore, ...	127	2,418 9 6	19 8 0	53	2,066 3 1	38 12 9	52	2,044 15 8	39 5 3	77	2,676 6 4	34·12 2	137	3,072 5 11	22 6 10
Ditto ditto Secundra Rao, ...	...	...	...	...	...	...	...	...	...	...	...	...	18	1,133 8 5	62 15 2
Ditto ditto Hathras, ...	...	...	...	...	...	...	...	...	...	...	...	...	20	388 0 0	19 6 5
Ditto ditto Bijnour, ...	...	...	...	...	...	...	36	118 9 3	3 4 8	40	712 15 6	17 13 2	39	784 0 9	27 0 9
Ditto ditto Budaon, ...	...	...	...	...	...	...	...	...	...	44	911 1 10	20 11 4	80	1,443 15 2	18 0 9
Ditto ditto Boolundshuhur, ...	..	...	...	...	...	...	31	234 13 7	7 9 3	75	1,419 12 6	18 14 11	67	1,509 15 7	22 8 7
Ditto ditto Meerut, ...	...	...	...	...	...	...	...	...	...	...	...	...	11	143 4 9	13 0 5
Ditto ditto Mozuffernuggur, ...	...	...	...	...	...	...	16	514 15 10	32 10 0	35	1,214 10 3	34 11 3	40	1,462 10 5	36 9 1
Ditto ditto Chundowsi, ...	..	...	...	...	...	...	...	...	...	...	...	...	17	260 12 5	15 5 5
Ditto ditto Amroha, ...	...	...	...	...	...	...	...	...	...	...	...	...	61	229 14 9	3 12 3
Ditto ditto Saharunpore, ...	...	...	...	...	...	...	28	194 9 3	4 8 5	49	857 13 5	17 8 1	48	1,154 5 5	25 10 6
Ditto ditto Futtehpore Sicri, ...	...	...	...	...	...	...	...	...	...	...	...	..	65·55	1,408 4 3	23 0 2
Ditto ditto Cawnpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	14·49	213 2 3	14 11 4
Ditto ditto Bilhour, ...	...	...	...	...	...	...	...	...	...	...	...	...	23·42	204 10 11	8 11 10
Ditto ditto Nawabgunj, ...	...	...	...	...	...	...	...	...	...	...	...	...	13·22	272 9 10	20 9 11
Ditto ditto Akberpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	61·65	308 14 6	5 0 2
Ditto ditto Dehrapore, ...	...	...	...	...	...	...	...	...	...	...	...	...	37·15	628 14 6	16 14 10
Ditto ditto Etah, ...	...	...	...	...	...	...	...	...	...	...	...	...	11·98	736 15 10	61 8 4
Ditto ditto Ouriyah, ...	...	...	...	...	...	...	...	...	...	...	...	...	8·25	405 8 6	49 2 6
Ditto ditto Phupphoond, ...	...	...	...	...	...	...	...	...	...	...	...	...	23·71	498 3 6	21 0 3

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1864-65 *at each Institution for the last five years*—(Continued).

Colleges and Schools.	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Government.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Anglo-Vernacular School, Furruckabad,	...	...	...	...	...	...	...	...	...	...	...	...	70·62	647 13 3	9 9 6
Ditto ditto Chubramow, ...	...	...	...	...	...	...	...	...	...	...	...	...	68·84	375 0 0	5 7 2
Ditto ditto Jellalabad, ...	...	...	...	...	...	...	...	...	...	..	...	...	35·18	315 0 0	8 15 3
Ditto ditto Shumshabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	45·20	351 8 0	7 12 5
Ditto ditto Tirwa, ...	...	...	...	...	...	...	...	...	...	...	...	...	13·36	135 11 7	10 10 6
Ditto ditto Humeerpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	21	59 12 0	31 6 8
Ditto ditto Calpee, ...	...	...	...	...	...	...	...	...	...	...	...	...	22·23	748 12 3	33 10 11
Ditto ditto Lullutpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	49	313 7 9	6 6 4
Ditto ditto Muthra, ...	...	...	...	...	...	...	...	...	...	...	...	...	47·73	837 15 6	17 9 11
Ditto ditto Bindrabun, ...	...	...	...	...	...	...	...	...	...	...	...	...	8	93 6 9	11 10 10
Ditto ditto Mynpoorie, ...	...	...	...	...	...	...	...	...	...	...	...	...	53·87	347 11 6	6 7 3
Ditto ditto Shekoabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	33·25	351 14 6	10 9 4
Ditto ditto Kote, ...	...	...	...	...	...	...	...	...	...	...	...	...	18·12	462 5 0	25 10 5
Ditto ditto Chail, ...	...	...	...	...	...	...	...	...	...	...	...	...	162·69	2,286 12 0	14 0 11
Ditto ditto Phoolpore, ...	...	...	...	...	...	...	...	...	...	144·34	743 1 9	4 8 11	102·93	808 4 0	7 13 7
Ditto ditto Futtehpore, ...	...	...	...	...	...	...	...	...	...	92	358 10 10	3 14 4	66·96	1,394 14 0	20 13 5
Ditto ditto Hussua, ..	...	...	...	...	...	...	...	...	...	54	309 1 8	5 11 8	39·88	562 8 0	14 1 2
Ditto ditto Kora, ...	...	...	...	...	...	...	...	...	...	61·5	409 1 10	6 10 7	58·35	726 6 0	12 7 2
Ditto ditto Ballya, ...	...	...	...	...	...	..	...	...	...	77·5	965 1 7	12 7 3	89·11	1,133 6 9	12 11 6
Tuhsili Schools.															
1st Circle Director Public Instruction, North-Western Provinces, 63 ...	4,032	16,973 10 9	4 3 4	3,857	16,737 15 8	4 5 5	4,073	20,301 11 8	5 6 5	4,354	18,620 9 9	4 4 5	5,996	23,495 9 8	4 9 9
2nd Circle ditto ditto, 78 ...	4,861·32	19,097 7 1	3 14 11	5,143	20,494 12 7	3 15 8	5,297	21,581 6 10	4 1 2	4,937·11	29,951 9 1	6 1 0	5,672	19,220 3 0	3 6 2
3rd Circle ditto ditto, 53 ...	2,334·13	11,802 2 5	5 0 11	2,812	14,969 1 9	5 5 2	2,994·21	18,865 13 7	6 4 9	2,463·39	14,231 7 5	5 12 5	2,613	15,446 6 5	5 11 7
Kumaon Circle ditto ditto, 33 ...	1,059	4,217 8 0	3 15 9	1,219	4,340 11 7	3 9 0	1,168	4,354 7 7	3 11 8	1,221	4,263 8 2	3 12 10	1,409	4,600 11 3	3 4 3
Ajmere Circle ditto ditto, 23 ...	503·35	1,130 2 7	2 4 9	479	1,439 0 1	3 0 11	415·9	1,418 15 1	5 7 5	4,04·5	1,610 3 5	4 0 0	583·4	2,135 5 5	4 1 9

Hulkabundi Schools.																		
1st Circle Director Public Instruction, North-Western Provinces, 830, ...	16,585	55,654 7 5	3 5 8	20,039	65,125 7 7	3 3 11	22,455	74,233 9 1	3 4 10	231·87	75,027 10 4	3 3 9	24,116	80,173 1 10	3 5 2
2nd Circle ditto ditto, 1,071, ...	27,337·44	63,220 7 0	2 4 5	27,872	68,639 3 11	2 7 4	26,22[illegible]	72,791 15 5	2 12 4	26,455·57	73,187 2 10	2 12 3	27,448	79,103 15 11	2 14 1
3rd Circle ditto ditto, 1,149, ...	16,333	41,522 2 5	3 1 6	25,125	58,260 2 0	2 5 1	28,919·52	73,258 14 5	2 8 6	29,011·15	37,510 14 7	2 14 0	27,529	84,446 9 9	3 1 0
Kumaon Circle ditto ditto, 42, ...	...	...	...	...	...	...	959	706 12 3	0 11 10	937	2,350 13 9	2 8 2	991	3,162 13 5	3 3 1
Female Schools.															
1st Circle Director Public Instruction, North-Western Provinces, 162, ...	16	101 11 8	6 5 9	58	2,763 8 9	47 10 4	330	646 13 11	1 15 4	1277	3,562 10 8	2 12 7	2,882	6,800 2 3	2 5 9
2nd Circle ditto ditto, 145, ...	242	1,525 0 0	6 4 9	230	2,967 7 0	9 15 4	465 52	3.187 6 3	6 13 2	437·85	5,526 6 10	12 10 4	2,365	3,140 11 7	1 5 2
3rd Circle ditto ditto, 89, ...	...	...	...	...	...	...	...	...	...	96·93	368 0 10	4 1 5	929	1,898 5 1	2 0 9
Private.															
St. John's College, Agra, ...	264	10,678 7 1	40 7 2	270	11,256 12 0	41 11 1	72	12,732 0 0	176 13 4	183	13,341 10 0	72 14 5	247	14,820 7 6	60 0 7
St. Peter's ditto, ditto, ...	74	11,265 0 0	152 3 8	70	13,657 3 0	19 8 6	202	11,503 5 0	56 15 0	72	10,878 9 8	151 1 5	48	8,929 12 4	186 0 9
Secundra School, ditto, ...	...	...	...	...	...	...	...	...	...	278	3,125 6 6	11 3 10	282	3,604 4 7	12 12 6
Victoria College, ditto, ...	...	...	...	...	...	...	277	1,285 0 0	4 10 3	306	3,798 8 6	12 6 7	304	12,644 6 3	41 9 6
Mofid-Am School, ditto, ...	159	1,453 0 0	9 2 3	143	1,179 8 0	8 6 2	135	1,166 0 0	8 10 2	89	1,206 0 0	14 0 0	96	2,841 0 0	29 9 6
Canning Protestant School, ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	45	8,583 3 9	190 11 9
Jay Narayan's College and Free School, Benares, ...	304	13,780 3 3	48 14 4	302	13,830 6 9	45 12 9	315	14,635 0 0	46 9 11	303	14,302 5 9	47 3 3	326·50	15,904 1 6	48 11 4
Mission Female School, Benares, ...	78	1,320 0 0	16 10 7	100	1,380 0 0	13 12 9	130	1,272 0 0	9 12 6	120	1,967 0 0	16 6 3	145	2,233 0 0	15 6 4
Ditto Orphan ditto, ditto, ...	...	...	...	...	...	...	83	2,856 0 0	34 6 6	140	4,860 0 0	34 11 5	148	2,022 0 0	13 10 7
Ditto School, C. of E., ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	61	1,283 0 0	21 0 6
Bengalitolah Preparatory School, do.,	...	...	...	...	...	...	...	...	...	...	...	...	91	1,454 3 1	15 15 8
High School, Allahabad, ...	...	...	...	...	...	...	...	...	...	73	4,646 10 5	63 10 5	76	7,998 0 0	105 3 9
Mission Boys' School, ditto, ...	...	...	...	...	...	...	...	...	...	45	270 0 0	6 0 0	62	360 0 0	5 12 0
Parish School, ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	81	1,695 8 9	20 14 11
Mission ditto, Azimgurh, ...	...	...	...	...	...	...	112	2,207 0 9	13 2 0	141	4,859 15 3	34 7 6	142	5,698 15 1	40 7 2
Ditto Girls' School, ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	21	498 13 2	33 12 1
Mission School, Almorah, ...	98·3	3,062 12 7	31 2 5	139	3,330 14 3	24 9 11	101	2,974 14 6	26 9 11	102	2,600 5 4	25 7 9	103	2,663 11 0	25 13 9
Regimental ditto ditto, ...	...	...	...	...	...	...	...	...	...	..	...	...	30	1,188 7 6	39 9 10
Mission (Orphan Girls') School, Bareilly,	...	...	...	...	...	...	...	...	...	130	3,582 2 6	27 8 11	137	3,067 8 1	22 6 3
Municipal Committee's Schools, ditto,	...	...	...	...	...	...	...	...	...	...	...	...	306	4,373 11 6	14 4 8
Mission School, C. of E., ditto, ...	...	...	...	...	...	...	...	...	...	34·66	241 15 0	7 0 0	26	960 0 0	38 13 6
Ditto (Sudder Bazar) ditto, ...	...	...	...	...	...	...	...	...	...	54	503 0 0	9 6 6	51	492 0 0	9 11 4
Inglisgunj Anglo-Vernacular School, Bareilly, ...	...	...	...	...	...	...	...	...	...	...	...	...	115	1,961 1 6	17 0 10
Mission School, Bijnour, ...	...	...	...	...	...	...	39	684 0 0	17 8 7	99	1,141 0 0	11 8 5	50	960 0 0	19 3 2
Ditto, Najibabad, ...	...	...	...	...	...	...	36	282 7 1	7 13 6	63	608 0 0	9 10 5	65	720 0 0	11 1 3
Ditto, Budaon, ...	113	2,064 0 0	18 4 3	50	1,392 0 0	27 10 5	21	174 0 0	8 4 7	60	336 0 0	5 9 7	30	478 15 5	15 15 5
Ditto, Chunar, ...	167	2,715 9 5	16 4 2	181	2,550 3 1	14 1 5	91	1,648 8 0	13 13 3	102	1,656 0 0	16 13 9	146	795 0 0	5 7 1
Free School, Cawnpore, ...	...	...	...	...	...	...	145	5,357 3 0	36 15 0	136	6,070 15 9	44 10 3	363	9,449 7 9	26 0 6

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1864-65 *at each Institution for the last five years*—(Continued).

Colleges and Schools.	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs As. P.		Rs. As. P.	Rs. As. P		Rs. As. P.	Rs. As. P		Rs. As. P.	Rs. As. P.
Orphanage School (Boys and Girls'), Cawnpore, ...	...	...	...	...	...	...	...	...	...	...	..	...	86	3,710 0 0	43 2 3
Mission School, Dehra Doon, ...	...	...	...	17	340 6 3	20 0 4	180	2,386 8 6	13 4 1	174	3,418 10 0	19 10 4	172	2,172 0 0	12 10 0
Ditto (Girls') School, Ditto, ...	108	967 12 0	8 3 11	152	1,234 14 6	8 1 3	38	1,306 0 0	34 5 11	34	2,520 0 0	74 2 0	36	1,200 0 0	33 5 4
Mission School, Rajpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	34	1,032 0 0	30 5 8
Ditto (Girls') School, Etawah, ...	...	...	...	...	...	...	...	..	...	93	1,040 0 0	11 3 0	222	1,623 0 0	7 5 0
City High School, Furruckabad, ...	200	1,908 0 0	9 8 8	262	1,518 0 0	5 12 0	281	2,124 0 0	7 8 11	225	3,124 0 0	13 14 2	281	4,468 14 0	15 14 5
Rekha Mission School, Futtehgurh,...	...	...	...	...	...	...	...	...	...	...	...	...	91	1,980 15 3	21 12 4
Mission School, C. of E., ditto, ...	...	...	...	...	...	...	...	..	...	...	...	...	13	684 0 0	52 9 10
Mission School, Ghazeepore, ...	126	2,998 8 2	15 2 3	120	2,756 7 11	22 15 6	145	2,971 4 9	14 3 5	180	3,245 0 6	18 0 5	230	3,743 11 1	16 4 5
Ditto Goruckpore, ...	30	98 10 0	3 4 7	31	...	...	30	250 0 0	7 12 0	30	370 0 0	12 5 4	321	6,187 0 0	20 0 0
Ditto Muttra, ...	...	...	...	...	...	...	...	2,401 12 0	...	89	2,865 8 8	32 3 0	70	2,646 13 5	37 13 0
Ditto Meerut, ...	...	...	...	...	...	...	90	3,912 0 0	43 7 5	105	3,886 8 0	37 0 3	117	3,421 5 8	29 3 11
Native (Girls') School, ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	20	708 9 0	35 6 5
M. School (Kunkerkhera) ditto, ...	...	...	..	...	...	...	...	...	...	...	...	...	23	342 4 0	14 14 1
Ditto (Ikla) ditto, ...	...	...	...	...	...	...	...	...	...	...		...	12	186 0 0	15 8 0
Ditto Jounpore, ...	...	...	...	...	...	...	...	...	...	95	4,551 11 0	35 4 4	95	2,632 9 3	27 11 5
Ditto Zaffrabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	52	644 11 0	12 6 4
Ditto (Boys') do., Mynpoory, ...	185	1,078 8 0	5 13 3	215	1,078 8 0	5 0 3	198	1,148 5 9	5 12 9	208	2,062 0 0	9 14 7	125	2,832 0 0	22 10 6
Ditto (Girls') do., ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	37	624 0 0	17 14 0
Ditto Moradabad, ...	16	315 0 0	19 11 0	42	585 8 0	13 15 4	66	724 8 0	10 15 8	75	1,410 0 0	18 12 10	128	1,231 2 0	9 9 10
Subscription School ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	102	2,534 4 4	24 13 6
Ditto Boolandshuhur, ...	...	...	...	...	...	...	...	...	...	...	...	...	108	3,023 4 2	28 0 0
Ditto Mirzapore, ...	...	...	...	...	...	...	...	...	...	...	...	...	125	2,240 1 6	17 14 9
Maharajah of Benares' School, Gyanpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	38	704 2 8	18 8 6

Ditto Bhudrowly ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	71	384 8 11	5 6 8
Mission School, Nynee Tal, ...	43	1,262 0 0	27 0 5	39	1,188 0 0	30 7 4	37·3	1,272 0 0	28 0 0	25	1,370 0 0	54 12 9	89	1,518 0 0	17 1 0
Vernacular School, Ajmere, ..	...	...	...	...	...	...	...	...	...	...	...	...	99	600 0 0	6 0 8
Mission School, Roorkee, ...	...	...	...	...	...	...	...	...	...	61	685 15 9	11 4 0	52	3,375 14 0	64 14 11
Ditto Shahjehanpore,...	...	...	...	...	...	...	...	...	...	110	2,103 0 0	19 2 0	85	1,209 1 1	14 3 6
Ditto Saharunpore, ...	...	...	...	...	...	...	...	...	...	92	2,566 0 0	57 11 0	129	3,976 5 9	30 13 2
Subscription School, Sherkote, ...	88	229 8 0	2 9 9	105	272 0 0	2 9 5	100	255 0 0	2 8 6	92	307 6 8	3 5 6	80	465 2 0	5 13 0
Ditto Rehur, ...	39	129 0 0	3 4 9	38	143 12 0	3 11 8	44	190 0 0	4 5 4	51	188 8 0	3 11 1	59	253 11 0	4 4 10
Ditto Gurhi, ...	13	130 0 0	10 0 6	18	134 14 0	7 7 4	26	142 0 0	5 7 6	29	185 2 0	6 6 2	41	202 6 0	4 14 11
Ditto Afzulgurh, ...	63	242 10 0	3 13 7	36	10 0 0	0 4 5	37	173 14 0	4 11 2	41	181 10 0	4 7 0	22	162 12 0	9 6 4
Ditto Surjunnuggar, ...	45	61 6 0	1 5 8	58	117 7 6	2 0 5	53	114 12 3	2 2 8	50	170 0 0	3 6 5	49	277 12 9	5 10 9
Ditto Hauper, ...	...	...	...	...	...	...	...	...	...	26	291 1 1	11 3 1	40	537 10 0	13 7 1
Ditto Tajpore, ...	...	...	...	...	...	...	...	...	...	41	60 6 0	1 7 7	78	343 15 6	4 6 7
Ditto Porayree, ...	...	...	...	...	...	...	...	...	...	21	46 11 8	2 3 7	28	159 12 0	5 11 3
Ditto Shergurh, ...	...	...	...	...	...	...	...	...	...	19	31 10 4	1 10 7	23	148 0 0	6 6 11
Ditto Julpoora, ...	...	...	...	...	...	...	...	...	...	21	46 7 6	2 3 5	31	139 0 0	4 7 9
Subscription School, Chandpore, ...	...	...	...	...	...	...	17	119 10 0	7 0 7	18	127 2 0	7 1 0	21	99 4 0	4 11 7
Ditto Tandah Afzul, ...	...	...	...	...	...	...	...	...	...	23	49 10 0	2 2 6	29	143 14 0	4 15 5
Anglo Vernacular School, Tajgunj, ...	...	...	...	...	...	...	...	...	...	...	...	...	44·62	249 12 5	5 9 7
Ditto Etmadpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	28·50	270 14 6	9 8 1
Ditto Ferozabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	30·75	286 6 6	9 5 0
Ditto Furreh, ...	...	...	...	...	...	...	...	...	...	...	...	...	15	84 13 0	5 10 6
Ditto Nurwul, ...	...	...	...	...	...	...	...	...	...	...	...	...	28·12	97 1 7	3 7 3
Ditto Nujufgurh, ...	...	...	...	...	...	...	...	...	...	...	...	...	7	70 5 10	10 0 10
Ditto Ghattumpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	17·23	263 3 10	15 4 5
Ditto Khanpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	32·10	108 14 6	3 6 5
Ditto Bhogaon, ...	...	...	...	...	...	...	...	...	...	...	...	...	13·31	144 8 8	10 13 8
Ditto Kasgunj, ...	...	...	...	...	...	...	...	...	...	...	...	...	9·28	586 6 6	63 3 0
Ditto Bihar, ...	...	...	...	...	...	...	...	...	...	...	...	...	18·84	27 0 0	1 6 1
Ditto Bishengurh, ...	...	...	...	...	...	...	...	...	...	...	...	...	12·96	60 0 0	4 10 1
Ditto Kurchana, ...	...	...	...	...	...	...	...	...	...	...	...	...	21·08	190 8 2	9 7 6
Ditto Kara, ...	...	...	...	...	...	...	...	...	...	...	...	...	68·64	265 4 6	3 13 10
Ditto Banda, ...	...	...	...	...	...	...	...	...	...	...	...	...	79·97	1275 4 0	12 6 1
Indigenous Schools.															
1st Circle Director Public Instruction, North-Western Provinces, 2,502 ...	29,270	1,03,061 3 3	4 6 6	28,865	1,18,485 3 8	4 1 8	27,068	1,20,832 5 7	4 4 9	27,145	1,08,331 13 3	3 15 10	25,527	1,09,297 13 2	4 1 11
2nd Circle ditto ditto, 1,159 ...	12,733	59,334 15 5	4 10 7	13,582	63,911 15 2	4 11 6	13,218·66	67,684 15 0	5 1 11	11,054·37	69,335 1 11	1 11 11	10,730 50	67,911 4 6	6 5 3
3rd Circle ditto ditto, 1,042 ...	13,689·51	45,588 9 6	4 4 4	14,284	76,587 11 7	5 5 9	15,599·14	71,002 0 1	4 8 9	14,634	73,246 15 0	5 0 1	14,020·65	67,175 11 9	4 12 8
Special or Professional Educational Institutions—Government.															
Normal School, Agra, ...	136	12,567 7 3	92 6 6	136	11,155 7 1	82 0 5	133	11,280 14 0	84 13 4	127	11,797 8 3	92 14 0	124	12,094 2 7	97 8 6
Medical ditto ditto, ...	...	...	...	...	...	...	...	...	...	...	...	...	111 33	21,462 6 9	191 15 0
Normal ditto Benares, ...	170	12,351 0 0	72 10 5	161	10,485 8 0	55 2 11	142	12,594 0 0	88 11 0	140	12,794 0 0	98 6 2	133	12,721 11 0	95 15 6

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1864-65 *at each Institution for the last five years*—(Concluded).

Colleges and Schools.	1860-61.			1861-62.			1862-63.			1863-64.			1864-65.		
	Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.	Average attendance.	Total Cost.	Cost of educating each Pupil.
Special or Professional Educational Institutions—Government—(Continued.)		Rs. As P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Normal School Etawah, ...	...	...	...	...	...	...	...	...	...	...	...	...	29	2,448 0 0	7 9 9
Ditto Ditto Meerut, ...	127	10,409 10 5	81 5 5	129	10,980 12 9	85 2 0	127	9,889 8 0	77 13 11	117	9,770 3 3	83 8 1	128	11,603 7 6	90 15 5
Ditto Ditto Ajmere, ...	...	...	...	...	...	...	...	...	...	...	...	...	10	200 8 2	29 0 0
Ditto Ditto Almorah, ...	...	...	...	...	...	...	...	...	...	12	840 0 0	70 0 0	15	840 0 0	56 0 0
Thomason Civil Engineering College, Roorkee,	109	50 090 8 5	456 9 9	109	59,038 0 0	894 0 0	85·41	65,391 0 0	764 12 11	77·66	50,767 13 0	654 0 0	110·92	60,362 0 0	575 4 10
Private.															
Church Mission School (Normal School), Benares, ...	...	...	...	...	...	...	22	3,600 0 0	163 10 2	41	2,810 0 0	68 8 7	34	6,276 0 0	313 12 8

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES:
Bareilly, 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 13.—*Distinctions conferred by the Calcutta University during the year* 1864-65.

No.	Name of Students.	Name of Institutions.	Distinction conferred.	Remarks.
	Atma Ram, ...	Agra College,	B. A. Examination.	
	Prosanno Badana Mittra,	Benares "	"	
	Madhava Chandra Deva,	" "	"	
	Kally Churan II,	Bareilly "	First Examination in Arts, II. Division.	
	Dal Chand, ...	" "	" " II. "	
	Bhola Nath Roy,	Benares "	" " II. "	
	Poorno Chunder Banerjee,	" "	" " II. "	
	Ram Mohun Banerjee,	" "	" " II. "	
	Goberdhun Dass,	" "	Entrance Examination I. Division.	
	Adityaram Bhuttacharjee,	" "	" " I. "	
	Biressur Mitter,	" "	" " II. "	
	Mohendro Nath Dutt,...	" "	" " I. "	
	Lakshmi Shankara,	" "	" " I. "	
	Brij Pal Dass,	" "	" " II. "	
	Salig Ram, ...	Agra "	" " II. "	
	Mukhun Lall,	" "	" " I. "	
	Muddun Mohun,	" "	" " II. "	
	Luchmee Narain,	" "	" " II. "	
	Jwala Pershad,	" "	" " I. "	
	Umba Pershad,	" "	" " II. "	
	Kapoor Singh,	" "	" " I. "	
	Dabee Pershad,	" "	" " II. "	
	Mohun Lall,	" "	" " II. "	
	Madho Rao Venaik	Bareilly "	" " II. "	
	Pearay Lall,	" "	" " I. "	
	Mohummud Saeed,	" "	" " II. "	
	Ramji Mull, ...	" "	" " II. "	
	Bahadur Singh,	" "	" " II. "	
	Jwala Pershad,	" "	" " II. "	
	Ajoodhia Pershad,	" "	" " II. "	
	Dila Ram, ...	" "	" " II. "	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 14 A.—*Return of Scholarships gained during the year* 1864-65.

SENIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT COLLEGES.

Name of Scholars.	Colleges at which gained.	When gained.	Free or Stipendiary.	Rs. As. P.	For how long tenable.	For Proficiency in what Branch.	Remarks.
J Harris,	Agra,	January, 1865,	Stipendiary,	35 0 0	One year,	General Proficiency in Departmental Examination.	Rs. 10 Local.
Gokul Dass,	"	"	"	16 0 0	"	" "	
Hit Kishore,	"	"	"	10 0 0	"	Passed the Calcutta University Examination in Arts, I. Division.	
Kirpa Ram,	"	"	"	10 0 0	"	" "	
Jeewala Pershad,	"	"	"	15 0 0	"	General Proficiency in Departmental Examination and University Entrance Examination, I. Division.	
Kafur Singh,	"	"	"	15 0 0	"	" " I. Division.	
Luchmee Narain,	"	"	"	10 0 0	"	" " II. "	
Umba Pershad,	"	"	"	10 0 0	"	" " II. "	
Debi Pershad,	"	"	"	10 0 0	"	" " II. "	
Mudun Mohun,	"	"	"	10 0 0	"	" " II. "	
Salig Ram,	"	"	"	15 0 0	"	" " II. "	
Mohun Lall,	"	"	"	10 0 0	"	" " II. "	
Ruttun Chund,	"	"	"	16 0 0	"	General Proficiency,	Local Scholarship.
Khunday Roy,	"	"	"	16 0 0	"	"	
Mukhun Lall,	"	"	"	12 0 0	"	"	
Muddun Mohun,	Bareilly,	"	"	16 0 0	"	General Proficiency in Departmental Examination.	
Purneshri Dass,	"	"	"	10 0 0	"	" "	
Chander Shekhur,	"	"	"	10 0 0	"	" "	
Soonder Lall,	"	"	"	10 0 0	"	" "	
Pearay Lall,	"	"	"	12 0 0	"	Departmental and Calcutta University Entrance Examination. I. Division.	
Dila Ram,	"	"	"	10 0 0	"	" " II. Division.	
Mohummud Saeed,	"	"	"	10 0 0	"	" "	
Ramji Mul,	"	"	"	10 0 0	"	" "	
Jwala Pershad,	"	"	"	10 0 0	"	" "	
Madho Rao, Venaik,	"	"	"	8 0 0	"	" "	
Bahadur Singh,	"	"	"	8 0 0	"	" "	
Umesh Chandr,	Benares,	"	"	20 0 0	"	General Proficiency in Departmental Examination.	
Chandr Shekhur,	"	"	"	10 0 0	"	" "	
Poorno Chandr,	"	"	"	16 0 0	"	General Departmental and Calcutta University Examination in Arts.	
Bhola Nath,	"	"	"	16 0 0	"	" "	
Ram Mohun,	"	"	"	16 0 0	"	" "	
Baroda Pershad,	"	"	"	15 0 0	"	" "	

Ram Roop,	...	"	...	"	...	"	...	15	0	0	"	...	"	"		
Upendro Nath,	...	"	...	"	...	"	...	15	0	0	"	...	"	"		
Lukshmi Shankara,	...	"	...	"	...	"	...	15	0	0	"	...	Genl. Departmental and Calcutta University Entrance Examination,			I. Division.
Aditya Ram,	...	"	...	"	...	"	...	15	0	0	"	...	"	"		
Mohendro Nath,	...	"	...	"	...	"	...	15	0	0	"	...	"	"		
Goverdhun Dass,	...	"	...	"	...	"	...	12	0	0	"	...	"	"		
Brieshwar,	...	"	...	"	...	"	...	10	0	0	"	...	"	"		II. Division.
Brijpal Dass,	...	"	...	"	...	"	...	10	0	0	"	...	"	"		II. "
Kali Kumar,	...	Ajmere,	...	"	...	"	...	20	0	0	"	...	Departmental Examination.			
Ram Jeewan,	...	"	...	"	...	"	...	16	0	0	"	...	"			
Hur Narain,	...	"	...	"	...	"	...	16	0	0	"	...	"			
Shunkur Lall,	...	"	...	"	...	"	...	10	0	0	"	...	"			
Goolzar Beban,	...	St. John's College, Agra,	...	"	...	"	...	10	0	0	"	...	Genl. Proficiency, Calcutta University Entrance Examination,		1863,	II. Division.
Sangar Chundr,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	"	II. "
Gunga Pershad,	..	"	...	"	...	"	...	7	0	0	"	...	"	"	1864,	II. "
C. Lowther,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	"	II. "
Dost Muhammud,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	"	II. "
Bholanauth,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	"	II. "
Rughbar Sahae,	...	Jay Narain's College, Benares,	...	"	...	Free,	...	10	0	0	"	...	"	"	1863,	II. Division.
Ram Krishen,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	"	II. "
Shiva Chundr,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	"	II. "
Shushi Shekhur,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	1864,	II. "
Gunput Giri,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	"	II. "
Murli Dhur,	...	Victoria College, Agra,	...	"	...	Stipendiary,	...	12	0	0	"	...	"	"	1864,	I. Division.
Kashinath,	...	"	...	"	...	"	...	12	0	0	"	...	"	"	"	I. "
B. F. Matti,	...	"	...	"	...	"	...	7	0	0	"	...	"	"	"	II. "

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES:
Bareilly, the 10th July, 1865.

T. B. CANN,
Off'g. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 14 B.—*Return of Scholarships gained during the year* 1864-65.

JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	Rs. As. P.	For how long tenable.	For proficiency in what branch.	Remarks.
Sham Lall, ...	Agra, ...	January, 1865,...	Stipendiary,	8 0 0	One year,	Departmental Examination.	
Tej Pal, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Nobin Chundr, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Deo Pershad, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Jogul Bihari, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ram Dial, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Gunga Saran, ...	" ...	" ...	" ...	8 0 0	" ...	" "	
Ram Dial, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Jafur Hossein, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Jwala Pershad, 2nd, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Reoti Ram, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Hurdeo Pershad, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Jaggunnath, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Baij Nath, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Raj Narain, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Bankay Behari, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Madhori Pershad, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Karim Beg, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Chedda Lall, ...	Bareilly, ...	" ...	" ...	8 0 0	" ...	" "	
Barkut Ullah, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Gokul Pershad, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Niaz Ahmud, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Mithan Lall, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Deri Lall, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ranjit Singh, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Enayat Ullah, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Shiva Nath, ...	Benares, ...	" ...	" ...	10 0 0	" ...	" "	
Balkrishen, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ajoodhia Pershad, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ambika Pershad, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Permeshri Dial, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Hafiz Ullah, ...	" ...	" ...	" ...	4 0 0	" ...	" "	

Ram Chundr,	...	Benares,	...	"	...	"	...	4	0	0	"	...	"	"	
Sivatahal Lall,	...	"	...	"	...	"	...	4	0	C	"	...	"	"	
Kissan Behari,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Akbar Khan,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Siva Shunker,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Mahesh Pershad,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Ajudhia Pershad,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Balgobind,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Shiv Dial,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Tej Chund,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Pearay Lall,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Vishun Shastri,	...	Benares Anglo-Sanskrit Department,	...	"	...	Free,	...	10	0	0	"	...	"	"	
Lukshmi Pershad,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	
Ramavatar,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	
Babu Ram,	...	"	...	"	...	"	...	10	0	0	"	...	"	"	
Sankata,	...	"	...	"	...	"	...	8	0	0	"	...	"	"	
Ram Govind,	...	"	...	"	...	"	...	8	0	0	"	...	"	"	
Prayag Datta,	...	"	...	"	...	"	...	8	0	0	"	...	"	"	
Raja Ram,	...	"	...	"	...	"	...	8	0	0	"	...	"	"	
Chhavi Lall,	...	"	...	"	...	"	...	6	0	0	"	...	"	"	
Siva Shunker,	...	"	...	"	...	"	...	6	0	0	"	...	"	"	
Kishun Lall,	...	"	...	"	...	"	...	6	0	0	"	...	"	"	
Debi Datta Tiwari,	...	"	...	"	...	"	...	6	0	0	"	...	"	"	
Anund Chandra,	...	Benares Sanskrit Department,	...	"	...	"	...	6	0	0	"	...	"	"	
Girish Bhattacharjee,		"	...	"	...	"	...	6	0	0	"	...	"	"	
Bissonath Shashtri,	...	"	...	"	...	"	...	6	0	0	"	...	"	"	
Sobha Ram,		"	...	"	...	"	...	6	0	0	"	...	"	"	
Ram Dour,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Salig Ram,		"	...	"	...	"	...	4	0	0	"	...	"	"	
Secta Ram,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Sebuk Ram,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Mihir Chundra,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Salig Ram, 2nd,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Bhu Deva,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Lukshmun Bhavay,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Mahadeo Deva,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Keshana Shastri,	...	"	...	"	...	"	...	4	0	0	"	...	"	"	
Ambika Prashad,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Krishna Datta,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Chikhuri,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Adittya Narain,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Ram Nundun,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Raja Ram Bhatt,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Lukshmi Nath,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Bassu,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	
Kunja Lall,	...	"	...	"	...	"	...	3	0	0	"	...	"	"	

APPENDIX F.

TABLE No. 14 B.—*Return of Scholarships gained during the year* 1864-65—(Concluded).

JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	Rs. As. P.	For how long tenable.	For proficiency in what branch.	Remarks.
Shree Nibas, ...	Benares, Sanskrit Dept.,	January, 1865,					
Hazari Lall, ...	Ajmere, ...	" ...	Free, ...	3 0 0	One year.	Departmental Examination.	
Goverdhan, ...	" ...	" ...	Stipendiary,	5 0 0	" ...	" "	
Gunga Pershad, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ram Jeawun, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Narain Sahoy, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Sree Ram, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Ram Ruttun, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Poorno Chundr, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Uday Chundr, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Punna Lall, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Gholam Ali, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Bahadur Lall, ...	Hume's H. S., Etawah,	" ...	" ...	4 0 0	" ...	" "	
Gokul Chund, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
	" ...	" ...	" ...	8 0 0	" ...	" "	
Luchmi Narain, ...	" ...	" ...	" ...	5 0 0	" ...	" "	
Raj Kowar, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Bankay Behari, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Buldeo Pershad, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Buldeo Sahoy, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Bydha Mull, ...	" ...	" ...	" ...	4 0 0	" ...	" "	
Kashi Nath, ...	" ...	" ...	" ...	4 0 0	" ...	" "	

Office of Director of Public Instruction,
N.-W. Provinces:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces.*

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Debi Pershad, ...	April 1865, Meerut, ...	...	1st Class, 1st Grade, ...	Ameen.	
Mehndi Ali, ...	" ...	...	" " ...	"	
Bhola Nath, ...	April 1864, Meerut, ...	Meerut Normal School, ...	" " ...	Hulqabundi Teacher.	
Makhan, ...	" " ...	" " ...	" " ...	" "	
Pitumber Dass, ...	" " ...	" " ...	" " ...	" "	
Chimmun Lall, ...	" " ...	" " ...	" " ...	" "	
Lalji Mul, ...	" " ...	" " ...	" " ...	" "	
Doorga Pershad, ...	" " ...	" " ...	" " ...	" "	
Khyrati Lall, ...	" " ...	" " ...	" " ...	" "	
Shee Dutt Singh, ...	" " ...	" " ...	" " ...	" "	
Golab Singh, ...	" " ...	" " ...	1st Class, 2nd Grade, ...	" "	
Chait Ram, ...	" " ...	" " ...	" " ...	" "	
Mian Khan, ...	" " ...	" " ...	1st Class, 1st Grade, ...	" "	
Ahmed Ali, ...	" " ...	" " ...	" " ...	" "	
Hurgian, ...	" " ...	" " ...	" " ...	" "	
Nathoo Ram, ...	" " ...	" " ...	" " ...	" "	
Kunhya Lall, ...	" " ...	" " ...	" " ...	" "	
Gunga Sahae, ...	" " ...	" " ...	" " ...	" "	
Khyali Ram, ...	" " ...	" " ...	1st Class, 2nd Grade, ...	" "	
Abdul Rahman, ...	" " ...	" " ...	" " ...	" "	
Mahomed Ali, ...	" " ...	" " ...	" " ...	" "	
Doorga Pershad, ...	" " ...	" " ...	" " ...	" "	
Baluk Ram, ...	" " ...	" " ...	" " ...	" "	
Hur Dial, ...	" " ...	" " ...	" " ...	" "	
Khasiat-oollah, ...	" " ...	" " ...	2nd Class, 3rd Grade, ...	" "	
Hussein Ali, ...	" " ...	" " ...	1st Class, 1st Grade, ...	" "	
Chhujjoo Singh, ...	" " ...	" " ...	" " ...	" "	
Ajoodhia Pershad, ...	" " ...	" " ...	" " ...	" "	
Hubeeb Hossein, ...	" " ...	" " ...	1st Class, 2nd Grade, ...	" "	
Tulsi Ram, ...	" " ...	" " ...	" " ...	" "	
Siraj-ul-Hossein, ...	" " ...	" " ...	" " ...	" "	
Surjun Singh, ...	" " ...	" " ...	" " ...	" "	
Niaz Ali, ...	" " ...	" " ...	" " ...	" "	
Saudat Khan, ...	" " ...	" " ...	" " ...	" "	
Kulyan Dass, ...	" " ...	" " ...	" " ...	" "	

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Fukir Chund, ...	April 1864, Meerut, ...	Meerut Normal School, ...	1st Class, 2nd Grade, ...	Hulqabundi Teacher.	
Kullo Singh, ...	" ...	" " ...	" " ...	" "	
Tirbenee Sahae, ...	" ...	" " ...	2nd Class, 2nd Grade, ...	" "	
Bunyad Ali, ...	" ...	" " ...	" " ...	" "	
Jawahur Lall, ...	" ...	" " ...	" " ...	" "	
Nanuk Chund, ...	" ...	" " ...	" " ...	" "	
Murli Dass, ...	" ...	" " ...	1st Class, 1st Grade, ...	" "	
Imdad Ali Khan, ...	" ...	" " ...	1st Class, 2nd Grade, ...	" "	
Akber Ali, ...	" ...	" " ...	" " ...	" "	
Kareem-ood-deen, ...	" ...	" " ...	2nd Class, 2nd Grade, ...	" "	
Jeshi Ram, ...	" ...	" " ...	" " ...	" "	
Bunsi Lall, ...	" ...	" " ...	" " ...	" "	
Zakar Ali, ...	" ...	" " ...	" " ...	" "	
Tufuzul Hossein, ...	" ...	" " ...	" " ...	" "	
Faiz-oollah Khan, ...	" ...	" " ...	" " ...	" "	
Zinda Ali, ...	" ...	" " ...	" " ...	" "	
Ushruf Ali, ...	" ...	" " ...	" " ...	" "	
Rahim-ood-deen, ...	" ...	" " ...	" " ...	" "	
Alah Buksh, ...	" ...	" " ...	2nd Class, 3rd Grade, ...	" "	
Golam Nabi, ...	" ...	" " ...	" " ...	" "	
Ubdul Rahman, ...	June 1864, Moozuffurnuggur, ...	" " ...	2nd Class, 2nd Grade, ...	Boys' School Teacher.	
Faizoollah, ...	January, 1864, Khatowli, ...	" " ...	" " ...	Hulqabundi Teacher.	
Shurf-ood-deen, ...	May, 1864, ditto, ...	" " ...	" " ...	Boys' School ditto.	
Karimoollah, ...	December, 1864, Thanah Bhowan, ...	" " ...	1st Class, 1st Grade, ...	Hulqabundi Teacher.	
Nuthoo Singh, ...	November, 1864, Moozuffurnuggur, ...	" " ...	2nd Class, 2nd Grade, ...	" "	
Gunput Roy, ...	September, 1864, ditto, ...	" " ...	1st Class, 1st Grade, ...	" "	
Abdool Ghaffoor, ...	December, 1864, Shamli, ...	" " ...	2nd Class, 2nd Grade, ...	Boys' School ditto	
Tussuduq Hussein, ...	November, 1864, Moozuffurnuggur, ...	" " ...	2nd Class, 3rd Grade, ...	Hulqabundi Teacher.	
Amanat Khan, ...	" " ...	" " ...	1st Class, 1st Grade, ...	" "	
Ragho Nath, ...	January 1865, ditto, ...	" " ...	2nd Class, 3rd Grade, ...	" "	
Rahman Buksh, ...	December, 1864, Boorhana, ...	" " ...	" " ...	" "	
Abdul Riza, ...	" " ...	" " ...	" " ...	" "	
Ahmed Hossein, ...	" " ...	" " ...	" " ...	" "	
Jamal Ali, ...	September, 1864, Moozuffurnuggur, ...	" " ...	2nd Class, 2nd Grade, ...	Female School Teacher.	
Ramzan Ali, ...	January, 1865, Boorhana, ...	" " ...	2nd Class, 3rd Grade, ...	" "	

Mussumat Saroopi,	...	" "	...	" "	...	" "	...	" "			
Kanwai Nein,	...	" "	...	" "	...	" "	...	" "			
Mussumat Maha Kour,	...	November, 1864, ditto,	...	" "	...	" "	...	" "			
" Jewni,	...	" "	...	" "	...	" "	...	" "			
" Pranno,	...	December, 1864, Shamli,	...	" "	...	" "	...	" "			
" Lalli,	...	" "	...	" "	...	" "	...	" "			
Pandit Nurput,	...	" "	...	" "	...	" "	...	" "			
" Rama Nund,	...	" "	...	" "	...	" "	...	" "			
" Mungi Ram,	...	" "	...	" "	...	" "	...	" "			
Chhujjoo Mul,	...	April, 1864, Meerut,	...	" "	...	1st Class, 1st Grade,	...	Hulqabundi Teacher.			
Ubdul Sattar,	...	" "	...	" "	...	1st Class, 2nd Grade,	...	" "			
Inait Hossein,	...	" "	...	" "	...	2nd Class, 2nd Grade,	...	" "			
Munsub Ali,	...	" "	...	" "	...	" "	...	" "			
Abdool Aziz,	...	" "	...	" "	...	" "	...	" "			
Prittoo Mul,	...	" "	...	" "	...	" "	...	" "			
Purmanund,	...	" "	...	" "	...	" "	...	" "			
Bulund Khan,	...	" "	...	" "	...	2nd Class, 3rd Grade,	...	" "			
Abdool Ruza,	...	" "	...	" "	...	" "	...	" "			
Sheikh Kulloo,	...	" "	...	" "	...	" "	...	" "			
Hurdian Singh,	...	May, 1864, Dehra Doon,	...	Tuhsili School, Mangalore,	...	1st Class, 1st Grade,	...	Tuhsili Teacher.			
Keshwa Nund,	...	" "	...	" Kolagir,	...	" "	...	Hulqabundi ditto.			
Goiab Rae,	...	July, ditto,	...	" "	...	" "	...	" "			
Jewan Singh,	...	February, ditto,	...	" "	...	" "	...	Tuhsili Teacher.			
Bal Kishen,	...	" "	...	Rajmanool School, Dehrah,	...	" "	...	" "			
Than Singh,	...	April, 1864, Meerut,	...	Meerut Normal School,	...	" "	...	" "	...	Not known.	
Ali Hossein,	...	" "	...	" "	...	" "	...	Hulqabundi Teacher.			
Sham Lall,	...	" "	...	" "	...	" "	...	" "			
Gunesh Rae,	...	" "	...	" "	...	" "	...	" "			
Burkut Ullah,	...	" "	...	" "	...	" "	...	" "			
Chainsookh,	...	" "	...	" "	...	2nd Class, 2nd Grade,	...	" "			
Sirdar Khan,	...	" "	...	" "	...	" "	...	" "			
Mahomed Hashim,	...	" "	...	" "	...	" "	...	" "			
Bakir Ali,	...	" "	...	" "	...	" "	...	" "			
Hadi Yar Khan,	...	" "	...	" "	...	" "	...	" "			
Petum Roy,	...	" "	...	" "	...	" "	...	" "			
Halim Khan,	...	" "	...	" "	...	" "	...	" "			
Yasseen Khan,	...	" "	...	" "	...	2nd Class, 3rd Grade,	...	" "			
Ali Murdan Khan,	...	April, 1865, Meerut,	...	Meerut,	...	1st Class, 2nd Grade,	...				
Ahmed Ali,	...	" "	...	"	...	" "	...				
Luchmun Dutt,	...	" "	...	"	...	" "	...				
Mehndi Hossein,	...	" "	...	"	...	" "	...				
Hushmut Yar,	...	" "	...	"	...	2nd Class, 2nd Grade,	...				
Walayut Hossein,	...	" "	...	"	...	" "	...				
Innaet Hossein,	...	" "	...	"	...	" "	...				
Wahid Ali,	...	" "	...	"	...	" "	...				
Azmut Ullah,	...	" "	...	"	...	" "	...				
Sukha Singh,	...	" "	...	"	...	1st Class 1st Grade,	...				
Phool Chand,	...	" "	...	"	...	" "	...				

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Jey Rakhan, ...	April 1865, Meerut, ...	Meerut, ...	1st Class, 1st Grade, ...		
Mahkoo Rae, ...	" ...	" ...	" " ...		
Awaz Khan, ...	" ...	" ...	" " ...		
Kasim Ali, ...	" ...	" ...	" " ...		
	INSPECTOR 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Bas Deo, ...	Dy. Inspector's Office, 21st June, 1864,	Normal School, Agra, ...	2nd Class, ...	Hulqabundi Teacher.	
Gover Dhun Dass, ...	" 26th July, 1864, ...	Hulqabundi " ...	3rd Class, ...	" "	
Lala Ram, ...	" " ...	" " ...	" ...	" "	
Behari Lall, ...	" " ...	" " ...	" ...	Assistant "	
Ram Chund, ...	" " ...	Tuhsili School, ...	" ...	" "	
Bhooray Singh, ...	" 25th July, 1864, ...	Hulqabundi School, ...	" ...	" "	
Gohur Ali, ...	" 1st August, 1864, ...	Private " ...	2nd Class, ...	" "	
Kunhya Lall, ...	" 10th August, 1864, ...	Tuhsili " ...	3rd Class, ...	" "	
Budree Dass, ...	" 26th August, 1864, ...	Hulqabundi " ...	" ...	" "	
Teeka Ram, ...	" " ...	" " ...	" ...	Hulqabundi Teacher.	
Rughbur Dial, ...	" 7th September, 1864, ...	" " ...	" ...	Assistant "	
Seotee Lall, ...	" 8th September, 1864, ...	" " ...	" ...	" "	
Sham Lall, ...	" " ...	" " ...	2nd Class, ...	" "	
Narain Dass, ...	" 26th September, 1864, ...	Private " ...	" ...	Assistant Tuhsili Teacher.	
Moji Ram, ...	" 3rd September, 1864, ...	Tuhsili " ...	" ...	Hulqabundi Teacher.	
Debee Dass, ...	" 15th September, 1864, ...	" " ...	3rd Class, ...	" "	
Omed Rae, ...	" " ...	" " ...	" ...	" "	
Tej Singh, ...	" " ...	Hulqabundi School, ...	" ...	" "	
Koke Chund, ...	" 3rd November, 1864, ...	Normal School, ...	" ...	" "	
Hydur Hossein, ...	" 4th November, 1864, ...	Delhi College, ...	2nd Class, ...	Assistant Tuhsili Teacher.	
Kheyalee Rae, ...	" 29th November, 1864, ...	Tuhsili School, ...	3rd Class, ...	Hulqabundi Teacher.	
Sookh Deo, ...	" " ...	Hulqabundi School, ...	" ...	" "	
Vazeer Khan, ...	" 2nd December, 1864, ...	Agra College, ...	" ...	" "	
Peetumber Lall, ...	" " ...	Normal School, ...	" ...	" "	
Jay Chand, ...	" 13th December, 1864, ...	Hulqabundi School, ...	" ...	Monitor.	
Gover Dhun Lall, ...	" 16th December, 1864, ...	Tuhsili " ...	2nd Class, ...	Hulqabundi Teacher.	
Tulsee Ram, ...	" 4th January, 1865, ...	Normal " ...	3rd Class, ...	" "	
Phool Singh, ...	" 5th January, 1865, ...	Hulqabundi " ...	" ...	Girls' School Teacher.	

Tulsee Ram,	"	11th November, 1864,	" "	"	" "
Surdar Singh,	"	8th October, 1864,	" "	"	" "
Hur Pershad,	"	"	" "	"	" "
Girdhur Singh,	"	"	" "	"	" "
Ooday Singh,	"	29th November, 1864,	Private, "	"	" "
Chundun Lall,	"	"	" "	"	" "
Seetul Pershad,	"	"	" "	"	" "
Shunker Lall,	"	14th November, 1864,	Hulqabundi, "	"	" "
Mukhun Singh,	"	8th November, 1864,	Tuhsili, "	"	" "
Sree Krishen,	"	16th November, 1864,	Private, "	"	" "
Buldeo Singh	"	"	" "	"	" "
Jotee Ram,	"	12th November, 1864,	" "	"	" "
Hur Buns,	"	16th January, 1865,	Hulqabundi, "	"	Hulqabundi Teacher.
Hur Pershad,	"	28th November, 1864,	Private School,	"	Girls' School Teacher.
Dhuram Jeit,	"	1st November, 1864,	" "	"	" "
Mahmood-zaman,	"	8th December, 1864,	Durgahi Tuhsili School,	"	Assistant Hulqabundi Teacher.
Hurdeo,	"	25th January, 1865,	Hulqabundi School,	"	Monitor.
Ram Pershad,	"	10th December, 1864,	Normal School,	"	Girls' School Teacher.
Sham Lall,	"	28th January, 1865,	Halqabundi "	"	Hulqabundi Teacher.
Dal Chund,	"	21st January, 1865,	Tuhsili "	"	" "
Thakoor Pershad,	Tuhsili School, Sheoli, 17th July, 1864,		" "	1st Class,	Tuhsili "
Ram Sahoy,	"	Dehrapore, 11th Sept., 1864,	" "	2nd Class,	" "
Mool Chand,	"	" "	" "	"	" "
Rughber Dial,	"	Sheoli,	" "	"	" "
Gulzari Lall,	Depty. Inspr.'s Office, 13th May, 1864,		Hulqabundi "	"	Teacher.
Karamut Khan,	"	16th May, 1864,	" "	"	Officiating Mohurrir.
Jwalla Pershad,	"	18th May, 1864,	" "	"	Hulqabundi Teacher.
Luchmi Lall,	"	"	" "	"	" "
Gulzari Lall,	"	13th May, 1864,	" "	"	" "
Phundun Lall,	"	6th June, 1864,	" "	"	" "
Bhawani Pershad,	"	1st June, 1864,	" "	"	" "
Behari Lall,	"	11th June, 1864,	" "	"	" "
Kashee Ram,	"	"	" "	"	" "
Kunhya Lall,	"	"	Agra College and Normal School,	"	Tuhsili Teacher.
Jay Lall,	"	"	Normal School,	"	Hulqabundi ditto.
Nuzeer Mahomed,	"	6th July, 1864,	Private "	"	Assistant Hulqabundi Teacher.
Noor Ahmed Khan,	"	15th July, 1864,	Normal "	"	Acting Teacher.
Kararee Mull,	"	25th July, 1864,	" "	"	" "
Dhuram Jeit,	"	"	" "	"	" "
Seeta Ram,	"	"	" "	"	" "
Khem Kuran Dass,	"	"	" "	"	" "
Buddri Pershad,	"	"	Tuhsili School,	"	" "
Purmeshri Dass,	"	"	Normal "	"	" "
Doulut Ali,	"	"	Private "	"	" "
Buldeo Pershad,	"	"	Tuhsili "	"	" "
Kehree Pershad,	"	"	Normal "	"	" "
Johree Mull,	"	"	Tuhsili "	"	" "
Jwala Pershad,	"	"	"	"	" "

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Teeka Ram, ...	Depy. Inspr's Office, 15th July, 1864,	Normal School and Tuhsili, ...	2nd Class, ...	Acting Teacher.	
Kudrut-oollah Khan, ...	" 1st August, 1864, ...	Tuhsili School, ...	" ...	" "	
Narain Lall, ...	" 15th August, 1864, ...	Hulqabundi School, ...	" ...	" "	
Roshun Lall, ...	" " ...	" " ...	" ...	" "	
Misri Lall, ...	" 27th August, 1864, ...	" " ...	" ...	" "	
Karamut Khan, ...	" 31st August, 1864, ...	" " ...	" ...	Officiating Mohurrir.	
Mungoo Lall, ...	" 2nd September, 1864, ...	Tuhsili School, ...	" ...	" "	
Chheda Lall, ...	" 25th August, 1864, ...	Hulqabundi School, ...	" ...	" Teacher.	
Mukhun Lall, ...	" 2nd November, 1864, ...	Tuhsili " ...	" ...	" "	
Karamut Khan, ...	" " ...	Hulqabundi " ...	" ...	" "	
Chokhey Lall, ...	" 14th October, 1864, ...	Tuhsili " ...	" ...	Hulqabundi "	
Hossein Bux, ...	" " ...	" " ...	" ...	" "	
Kashi Ram, ...	" " ...	Hulqabundi " ...	" ...	" "	
Roop Lall, ...	" 20th October, 1864, ...	Tuhsili " ...	" ...	" "	
Ram Lall, ...	" 30th October, 1864, ...	" " ...	" ...	" "	
Behari Lall, ...	" 5th November, 1864, ...	Normal " ...	" ...	" "	
Valeedad Khan, ...	" 8th November, 1864, ...	Tuhsili " ...	" ...	" "	
Bahadoor Khan, ...	" 10th November, 1864, ...	Hulqabundi " ...	" ...	" "	
Gunga Pershad, ...	" 5th December, 1864, ...	" " ...	" ...	" "	
Gouri Sunker, ...	" 15th December, 1864, ...	Tuhsili " ...	" ...	" "	
Kheyalee Ram, ...	" 10th January, 1865, ...	Hulqabundi " ...	" ...	" "	
Luchmun Singh, ...	" " ...	" " ...	" ...	Officiating "	
Seeta Ram, ...	" 31st January, 1865, ...	Normal " ...	" ...	" "	
Ram Dhun, ...	" 10th February, 1865, ...	Hulqabundi " ...	" ...	Hulqabundi Teacher.	
Jhummun Lall, ...	" 22nd February, 1865, ...	Tuhsili " ...	" ...	" "	
Gouri Sunker, ...	" 4th March, 1865, ...	" " ...	" ...	" "	
Salig Ram, ...	" 15th May, 1864, ...	" " ...	" ...	" "	
Noubut Rai, ...	" 9th May, 1864, ...	Hulqabundi " ...	" ...	" "	
Mooneer Alli, ...	" " ...	Private " ...	" ...	" "	
Lulta Pershad, ...	" 20th May, 1864, ...	Mission " ...	" ...	" "	
Kunhya Lall, ...	" " ...	Normal " ...	" ...	" "	
Buldeo Pershad, ...	" 25th May, 1864, ...	Tuhsili " ...	" ...	" "	
Ram Gholam, ...	" 10th June, 1864, ...	" " ...	" ...	" "	
Ibrahim Khan, ...	" " ...	Mission " ...	" ...	" "	
Deena Nath, ...	" 8th June, 1864, ...	Normal " ...	" ...	" "	

Dwarka Pershad,	...	"	10th June, 1864,	...	Tuhsili	...	"	...	"	"	
Musshul Singh,	...	"	13th June, 1864,	...	" "	...	"	...	"	"	
Shio Din,	...	"	20th June, 1864,	...	" "	...	"	...	"	"	
Suruj Bulli,	...	"	"	...	" "	...	"	...	"	"	
Taharuk Ali,	...	"	24th April, 1864,	...	Private "	...	"	...	"	"	
Musshul Singh,	...	"	6th July, 1864,	...	Tuhsili "	...					
Khunnoo Lall,	...	"	3rd June, 1864,	...	Mission "	...					
Cheda Lall,	...	"	1st July, 1864,	...	Private "	...					
Dwarka Pershad,	...	"	14th July, 1864,	...	Tuhsili "	...					
Waris Ali,	...	"	"	...	Private "	...					
Waris Ali, 2nd,	...	"	6th July, 1864,	...	Hulqabundi "	...					
Moonna Lall,	...	"	1st August, 1864,	...	Tuhsili "	...					
Futteh Chund,	...	"	"	...	Hulqabundi "	...	2nd Class,	...	Hulqabundi Teacher.		
Rustum Ali,	...	"	4th July, 1864,	...	At home.	...	"	...	"	"	
Omrao Ali,	...	"	"	...	Private School,	...	"	...	"	"	
Ajoodhya Pershad,	...	"	25th July, 1864,	...	Normal "	...	"	...	"	"	
Dhurum Dass,	...	"	28th July, 1864,	...	Tuhsili "	...	"	...	"	"	
Mata Pershad,	...	"	22nd August, 1864,	...	Hulqabundi "	...	"	...	"	"	
Gopal Pershad,	...	"	24th August, 1864,	...	Private "	...	"	...	"	"	
Liaqut Hossein,	...	"	1st October, 1864,	...	" "	...	"	...	"	"	
Omrao Singh,	...	"	"	...	Hulqabundi "	...	"	...	"	"	
Gunesh Rai,	...	"	29th September, 1864,	...	" "	...	"	...	"	"	
Juggun Nath,	...	"	"	...	Tuhsili "	...	"	...	"	"	
Salig Ram,	...	"	30th September, 1864,	...	Private "	...	"	...	"	"	
Kunhya Lall,	...	"	15th October, 1864,	...	Tuhsili "	...	"	...	"	"	
Dwarka Pershad,	...	"	27th September, 1864,	...	" "	...	"	...	"	"	
Guneshi Pershad,	...	"	1st October, 1864,	...	Mission "	...	"	...	Assistant English Teacher.		
Girdharee Lall,	...	"	"	...	Tuhsili "	...	"	...	" Tuhsili "		
Maha Ram,	...	"	17th October, 1864,	...	Private "	...	"	...	" Hulqabundi "		
Gunga Shib,	...	"	25th October, 1864,	...	Tuhsili "	...	"	...	Hulqabundi Teacher.		
Boodh Sein,	...	"	1st January, 1865,	...	Private and Government School,	...	"	...	Deputy Inspector's Mohurrir.		
Ajoodhya Pershad,	...	"	"	..	Normal School,	...	"	...	Hulqabundi Teacher.		
Mota Lall,	...	"	"	...	Tuhsili "	...	"	...	Assistant "		
Kunhya Lall,	...	"	"	...	" "	...	"	...	Hulqabundi "		
Girdharee Lall,	...	"	14th January, 1865,	...	Hulqabundi "	...	"	...	" "		
Shimbhoo Chand,	...	"	16th January, 1865,	...	" "	...	"	...	" "		
Ram Chand,	...	"	10th January, 1865,	...	" "	...	"	...	" "		
Hur Pershad,	...	"	16th January, 1865,	...	Private "	...	"	...	Assistant "		
Lochan Pershad,	...	"	"	...	Normal "	...	"	...	Hulqabundi Teacher.		
Alli Hossein,	...	"	1st December, 1864,	...	Tuhsili "	...	"	...	" "		
Juggun Nath Pershad,	...	"	10th February, 1864,	...	Shahjehanpore "	...	"	...	" "		
Ram Bhujun,	...	"	22nd February, 1865,	...	Tuhsili "	...	"	...	Tuhsili Teacher.		
Nund Lall,	...	"	1st April, 1865,	...	Normal "	...	"	...	Halqabundi Teacher.		
Pearay Lall,	...	"	25th March, 1865,	...	" "	...	"	...	" "		
Khudha Buksh,	...	Hamirpore,	15th April, 1864,	...	Private and Government Schools,	...	"	...	Assistant Tuhsili Teacher.		
Bageershur Dial,	...	"	1st May, 1864,	...	Government School,	...	"	...	Mohurrir.		
Kharatee Khan,	...	Modha	"	...	Tuhsili School,	...	"	...	Assistant Tuhsili Teacher.		
Gobind Pershad,	...	Hameerpore	"	...	Private "	...	"	...	Hulqabundi "		

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TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

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	INSPECTOR 2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Gunput,	Hameerpore, 27th June, 1864,	Private School,	2nd Class,	Chuprasee.	
Ram Din	Raatt, July 1864,	Tuhsili "	"	Hulqabundi Teacher.	
Imam Bux,	" "	" "	"	" "	
Sheo Pershad,	Mahoba, "	" "	"	Assistant Tuhsili Teacher.	
Tulsi Dass,	" 1st August, 1864	" "	"	Hulqabundi "	
Ram Sevuk,	Hameerpore, "	Private and Government School,	"	" "	
Lalla Bunwari,	Mahoba, "	" "	"	" "	
Bharoun Pershad,	" "	Tuhsili "	"	" "	
Deo Joo,	Hameerpore, "	" "	"	Assistant Tuhsili "	
Durga Pershad,	Kurela, October, 1864,	Hulqabundi "	"	Hulqabundi "	
Imam Ali,	Modha, "	Tuhsili "	"	Assistant do. "	
Brindabun,	Jeitpore, "	" "	"	Girls' School "	
Bunsee Dhur,	Raatt, "	Hulqabundi "	"	" "	
Gunga Pershad,	" December, 1864,	" "	"	Hulqabundi "	
Eshree Pershad,	" "	Private "	"	" "	
Ram Churn,	Bunwari, January 1865,	Tuhsili "	"	" "	
Bahadur Lall,	Raatt, May, 1865,	" "	"	Assistant Tuhsili "	
Sheo Churn Lall,	Normal School,	Etawah Normal School,	"	Hulqabundi "	
Juggun Nath,	"	" "	"	" "	
Gopal Singh,	"	" "	1st Class,	" "	
Heera Lall,	"	" "	"	" "	
Sookh Dewa,	"	" "	2nd Class,	" "	
Duleep Singh,	"	" "	"	" "	
Gooman Singh,	"	" "	"	Assistant do. "	
Subba Singh,	Marwara,	Tuhsili "	Middling,	Tuhsili Teacher.	
Muthra Pershad,	Lullutpore,	" "	"	" "	
Mahomed Ishaq,	"	" "	Low	Mohurrir Deputy Inspector's Office.	
Jwalla Pershad,	Mynpoorie, 1st June, 1864,	Hulqabundi "	"	Hulqabundi Teacher.	
Buddri Lall,	" 7th July,	Tuhsili "	"	" "	
Chotay Lall,	" "	" "	"	" "	
Hookum Singh,	" 8th July,	Normal "	"	" "	
Sundur Lall,	" 7th July,	" "	"	" "	
Narain Pershad,	" "	" "	"	" "	
Shio Churan Lall,	" "	" "	"	" "	
Pearay Lall,	" "	" "	"	" "	

Jay Lall,	...	"	8th July,	...	"	"	...	"	...	"	"
Jay Lall (2),	...	"	6th July,	...	Hulqabundi	"	...	"	...	"	"
Keshan Deo,	...	"	"	...	Normal	"	...	"	...	"	"
Buldeo Pershad,	...	"	8th July,	...	"	"	...	"	...	"	"
Choonnee Lall,	...	"	6th July,	...	Tuhsili	"	...	"	...	"	"
Debee Deen,	...	"	7th July,	...	Normal	"	...	"	...	"	"
Ajoodhya Pershad,	...	"	6th July,	...	"	"	...	"	...	"	"
Ram Lall,	...	"	"	...	"	"	...	"	...	"	"
Rushik Lall,	...	"	"	...	Hulqabundi	"	...	"	...	"	"
Jwala Pershad,	...	"	6th July,	...	"	"	...	"	...	"	"
Chunnee Lall,	...	"	"	...	Normal	"	...	"	...	"	"
Muthra Pershad,	...	"	8th July,	...	Tuhsili	"	...	"	...	"	"
Gunesh,	...	"	7th July,	...	"	"	...	"	...	"	"
Mokund Lall,	...	"	8th July,	...	"	"	...	"	...	"	"
Hurdeo Pershad,	...	"	7th July,	...	Hulqabundi	"	...	"	...	"	"
Huzaree Lall,	...	"	7th July, 1864,	...	"	"	...	"	...	"	"
Ram Dial,	...	"	8th August, 1864,	...	Tuhsili	"	...	"	...	"	"
Jawahur Lall,	...	"	4th August, 1864,	...	"	"	...	"	...	"	"
Gunput Rai,	...	"	1st August, 1864,	...	Private	"	...	"	...	Asst. Hulqabundi	"
Poorun Mull,	...	"	15th August, 1864,	...	"	"	...	"	...	Hulqabundi	"
Moonnee Lall,	...	"	12th September, 1864,	...	Normal	"	...	"	...	"	"
Purma Nund,	...	"	4th October, 1864,	...	Tuhsili	"	...	"	...	"	"
Gokul Singh,	...	"	24th September, 1864,	...	"	"	...	"	...	"	"
Cheda Lall,	...	"	12th October, 1864,	...	Normal	"	...	"	...	"	"
Muddun Mohan,	...	"	4th October, 1864,	...	Hulqabundi	"	...	"	...	"	"
Motee Singh,	...	"	6th October, 1864,	...	Normal	"	...	"	...	"	"
Bhugwan Dass,	...	"	24th September, 1864,	...	Hulqabundi	"	...	"	...	"	"
Enait Ali,	...	"	6th September, 1864,	...	Private	"	...	"	...	Asst. Hulqabundi	"
Kanouji Lall,	...	"	6th September, 1864,	...	Hulqabundi	"	...	"	...	"	"
Seetul Pershad,	...	"	22nd November, 1864,	...	"	"	...	"	...	Offg. Hulqabundi	"
Jumna Pershad,	...	"	5th November, 1864,	...	Private	"	...	"	...	Asst. "	"
Kanouji Lall,	...	"	"	...	Hulqabundi	"	...	"	...	Hulqabundi	"
Gourdhun Dass,	...	"	December, 1864,	...	Tuhsili	"	...	"	...	"	"
Behari Lall,	...	"	February, 1865,	...	Private	"	...	"	..	Asst. Hulqabundi	"
Hunooman Pershad,	...	"	15th February, 1865,	...	"	"	...	"	...	Hulqabundi	"
Deep Raj,	...	"	13th January, 1865,	...	Mission	"	...	"	...	"	"

INSPECTOR 3RD CIRCLE, DIRECTOR PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.

Sunkta Prasad,	...	Futtehpore, 1st June, 1864,		...	At his own house,	...	Low,	...	Teachership.
Rugboo Nath Pershad,	...	"	"	...	Huthgaon Tuhsili School,	...	"	...	"
Soodama Lall,	...	"	"	...	At his own house,	...	"	...	"
Debee Prasad,	...	"	1st September,	...	" "	...	"	...	"
Sew Prasad,	...	"	1st June,	...	" "	...	"	...	"
Prag Dutt,	...	"	1st July,	...	Kuhanpore Tuhsili School,	...	"	...	"
Onserce Lall,	...	"	1st August,	...	At his own house,	...	"	...	"
Nund Keshore,	...	"	"	...	Futtehpore Mission School,	...	"	...	"
Chandrika Prasad,	...	"	"	...	At his own house,	...	"	...	"
Ram Sahoy,	...	"	"	...	" "	...	"	...	"

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
Zahoor-ood-deen, ...	Futtehpore, 1st September,	At his own house, ...	Low, ...	Teachership.	
Mahomed Khan, ...	" " ...	" " ...	" ...	"	
Sew Narain, ...	" 1st February, 1865, ...	Futtehpore Mission School, ...	" ...	"	
Ram Charn, ...	" " ...	Sah " " ...	" ...	"	
Ikram Hossein, ...	" 1st September, ...	At his own house, ...	" ...	"	
Sew Keshore, ...	" 1st February, ...	Salarpore Hulqabundi School, ...	" ...	"	
Madho Prasad, ...	" 1st June, ...	Kerakut Tuhsili " ...	" ...	"	
Debee Deen, ...	" 1st February, ...	" " " ...	" ...	"	
Seetul Prasad, ...	" 1st March, ...	At his own house, ...	" ...	"	
Hozahra Ali, ...	" 1st February, ...	" " ...	" ...	"	
Madho Prasad, ...	Ghazeepore, November, 1864, ...	Soraon Hulqabundi School, ...	4th Class Tuhsili School, ...	"	
Chuttur Dharee Lall, ...	" December, ...	Tulsur " " ...	2nd " " ...	"	
Bhawanee Deen, ...	" " ...	Government Mission " ...	1st " " ...	"	
Nund Coomar, ...	" " ...	Bullia Tuhsili " ...	4th " " ...	"	
Jankee Prasad, ...	" March, 1865, ...	Sydpore " " ...	4th " " ...	"	
Ghoorun, ...	" " ...	" " " ...	2nd " " ...	"	
Sookh Deo, ...	" " ...	Benares Normal " ...	2nd " " ...	"	
Ram Nundun Lall, ...	" " ...	" " " ...	3rd " " ...	"	
Sewpal Pandey, ...	Goruckpore, May, 1864, ...	Burhulgunj Tuhsili " ...	B. ...	"	
Indrasun, ...	" " ...	Buraipur " " ...	B. ...	"	
Surjoo Prasad, ...	" " ...	Piprowli " " ...	B. ...	"	
Bhugwan Prasad, ...	" " ...	" " " ...	B. ...	"	
Achary Lall, ...	" " ...	Burhulgungj " " ...	B. ...	"	
Runjit Chand, ...	" " ...	Rampore Hulqabundi " ...	B. ...	"	
Surfraz Ali, ...	" " ...	Bukhra " " ...	B. ...	"	
Rama Kunt, ...	" " ...	Doogra " " ...	B. ...	"	
Sew Prasad, ...	" " ...	Sufnoonee " " ...	B. ...	"	
Bunwari Lall, ...	" " ...	Popular " " ...	B. ...	"	
Mahadeo Prasad, ...	" " ...	Burhulgunj Tuhsili " ...	B. ...	"	
Purmeshwar Lall, ...	" " ...	Pipraich " " ...	B. ...	"	
Bhola Nath, ...	" " ...	Ghugwa Hulqabundi " ...	B. ...	"	
Muthoora Prasad, ...	" " ...	Popular " " ...	B. ...	"	
Doodh Nath Singh, ...	" " ...	" " " ...	B. ...	"	
Radhey Lall, ...	" " ...	Deora Hulqabundi " ...	B. ...	"	
Sookhdeo Prasad, ...	" October, 1864, ...	Popular " " ...	B. ...	"	

Ramotur,	...	"	"	...	Bardz	"	"	...	B.	...	"
Ramhit Lall,	...	"	"	...	Sookna	"	"	...	B.	...	"
Bhageeruth Prasad,	...	"	"	...	Bustee	"	"	...	B.	...	"
Tallawund Singh,	...	"	May, 1864,	...	Ghughera	"	"	...	B.	...	"
Niamut-oollah,	...	"	June,	...	At his own house,			...	B.	...	"
Toolsee Prasad,	...	"	July,	...	"		"	...	B.	...	"
Kally Churan,	...	"	"	...	"		"	...	B.	...	"
Sew Narain Singh,	...	"	"	...	"		"	...	B.	...	"
Nypal Missir,	...	"	August,	...	"		"	...	B.	...	"
Bisoon Singh,	...	"	"	...	"		"	...	B.	...	"
Padaruth Lall,	...	"	"	...	"		"	...	B.	...	"
Sookh Nidhan,	...	"	"	...	"		"	...	B.	...	"
Sewdeen Lall,	...	"	"	...	Burhulgunj	Tuhsili	"	...	B.	...	"
Mahomed Kurrum Ashruf,	...	"	"	...	"	"	"	...	B.	...	"
Munsub-oollah,	...	"	"	...	"	"	"	...	B.	...	"
Sewumber Lall,	...	"	September,	...	Pipraich	"	"	...	B.	...	"
Sree Bhookhun,	...	"	"	...	"	"	"	...	B.	...	"
Mahadeo Prasad,	...	"	"	...	"	"	"	...	B.	...	"
Ramdeen Lall,	...	"	"	...	"	"	"	...	B.	...	"
Benee Madho Lall,	...	"	"	...	Bansi	"	"	...	B.	...	"
Purmeshwar Lall,	...	"	August,	...	"	"	"	...	B.	...	"
Ram Sivbuksh,	...	"	"	...	Bustee	"	"	...	B.	...	"
Brij Bhooshun,	...	"	"	...	"	"	"	...	B.	...	"
Siv Tahul Chowbé,	...	"	November,	...	At his own house,			...	B.	...	"
Prithipal Rae,	...	"	"	...	"			...	B.	...	"
Purmeshwar Dial,	...	"	"	...	"			...	B.	...	"
Jug Dutt,	...	"	May,	...	"			...	B.	...	"
Lall Beharee,	...	"	November,	...	"			...	B.	...	"
Bisesur Doobey,	...	"	"	...	Piprowlee		"	...	B.	...	"
Mahomed Rumzan,	...	"	"	...	Pipraich		"	...	B.	...	"
Bhoop Narain,	...	"	"	...	"		"	...	B.	...	"
Drigpal Rae,	...	"	"	...	"		"	...	B.	...	"
Luchmee Dass,	...	"	"	...	"		"	...	B.	...	"
Ram Padaruth,	...	"	"	...	"		"	...	B.	...	"
Niamat Hossein,	...	"	"	...	At his own house,			...	B.	...	"
Meer Qasim Ali,	...	"	"	...	"			...	B.	...	"
Ram Narain,	...	"	January, 1865,	...	"			...	B.	...	"
Jankee Sookhlain,	...	"	"	...	"			...	B.	...	"
Sookh Deo Chand,	...	"	December, 1864,	...	Pipraich		"	...	B.	...	"
Ram Kholawan,	...	"	January, 1865,	...	"		"	...	B.	...	"
Mussumat Seomanee,	...	"	"	...	"		"	...	B.	...	"
Ditto Medha,	...	"	"	...	Burhulgunj		"	...	B.	...	"
Hossein Bux,	...	"	February, 1865,	...	"		"	...	B.	...	"
Bindesuree Prasad,	...	"	"	...	"		"	...	B.	...	"
Ram Khelawan,	...	"	November,	...	Piprowlee		"	...	B.	...	"
Buldeo Dutt,	...	"	"	...	Pipraich		"	...	B.	...	"
Bugeshri Dial,	...	"	February,	...	Burhulgunj		"	...	B.	...	"
Siv Dutt,	...	"	"	...	Popular		"	...	B.	...	"
Ajoodhia Prasad,	...	"	"	...	"		"	...	B.	...	"

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed during the year* 1864-65, *for employment or promotion in the Educational Department, North-Western Provinces*—(Continued).

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificates gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	INSPECTOR 3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.				
Sakhawat Hossein, ...	Goruckpore, January, 1865, ...	At his own house, ...	B. ...	Teachership.	
Jankee Prasad, ...	" February, 1865, ...	" ...	B ...	"	
Ram Charitra Singh, ...	" March, 1865, ...	" ...	B ...	"	
Surjoo Prasad, ...	" " ...	" ...	B. ...	"	
Prag Ram, ...	" " ...	" ...	B.		
Jankee Prasad, ...	" " ...	" ...	B.		
Sew Narain, ...	" " ...	" ...	B.		
Ram Lall, ...	" " ...	" ...	B.		
Bijree Lall, ...	" " ...	" ...	B.		
Dookhee, ...	" " ...	" ...	B.		
Budloo, ...	" " ...	" ...	B.		
Seeta Ram, ...	" " ...	" ...	B.		
Debee Prasad, ...	" " ...	Burhulgunj School, ...	B.		
	GOVERNMENT COLLEGE AT AGRA.				
Sagur Chand, ...	Agra College, ...	Agra College, ...	S. C. C. I. Division, ...	Teacher.	
Asud Ali, ...	" ...	" ...	M. C. C. II. " ...	"	
Ram Ruttan, ...	" ...	" ...	M. C. C. I. " ...	"	
Mooneer Khan, ...	" ...	" ...	1st School Class, ...	Writer.	
Ramjeet Singh, ...	" ...	" ...	Junior C. Class, ...	Clerk and Treasurer.	
Kesho Pershad, ...	" ...	" ...	" " ...	Teacher.	
Cheerunji Lall, ...	" ...	" ...	2nd School Class, ...	Writer.	
Kulyan Singh, ...	" ...	" ...	" " ...	"	
Leela Dhur, ...	" ...	" ...	1st " ...	"	
	GOVERNMENT COLLEGE AT BAREILLY.				
Sheo Narain, ...	Bareilly College, ...	Chupra School, ...	1st School Class, ...	Assistant Anglo-Vernacular School Teacher.	
	GOVERNMENT COLLEGE AT BENARES.				
Kedar Nath Chuckerbutty, ...	Benares College, ...	Benares College, ...	M. C. C. II. Division, ...	English Teacher.	
Sital Prasad Gupto, ...	" ...	" ...	Senior College Class, ...	"	
Keshava Deb Sandyal, ...	" ...	" ...	" ...	"	

Kashi Prasanno Ghatak,	...	"	...	"	...	"		...	"
Hem Nath Mojoomdar,	...	"	...	"	...	"	II. Division,	...	"
Sanwal Singh,	...	"	...	"	...	"	"	...	English Correspondent Raja Balrampore.
Imdad Hossein,	...	"	...	"	...	M. C. C.	"	...	English Teacher.
Kashi Nath,	...	"	...	"	...	"	I. Division,	...	"
Durga Churn,	...	"	...	"	...	"	"	...	"
Rughoo Nath Pershad,	...	"	...	"	...	"	"	...	"
Gunga Dhur,	...	"	...	"	...	"	II. Division,	...	"
Nucoor Chander,	...	"	...	"	...	"	"	...	"
Sar Nath,	...	"	...	"	...	"	I. Division,	...	"
Kashi Nath,	...	"	...	"	...	Anglo-Sanskrit Department,		...	Translator Maharaja of Cashmere.
Dwarka Pershad,	...	"	...	"	...	"		...	" "
Vindhia Pershad,	...	"	...	"	...	"		...	Anglo-Vernacular Teacher.
Shiva Narain,	...	"	...	"	...	"		...	Deputy Inspector of Schools, Bengal.
Sree Kant,	...	"	...	"	...	"		...	Anglo-Vernacular Teacher.
Batak Nath,	...	"	...	"	...	"		...	" "
Baboo Shastree,	...	"	...	"	...	"		...	Translator Maharaja of Cashmere.
Govin Pershad,	...	"	...	"	...	"		...	" "
				GOVERNMENT SCHOOL AT AJMERE.					
Radha Bullubh,	...	Ajmere School,	...	Ajmere School,	...	4th School Class,		...	Normal Class Teacher.
Rand Lall,	...	"	...	"	...	5th School Class,		...	Monitor Ajmere School.
Heera Singh,	...	"	...	"	...	Middle College Class,		...	English Writer and Librarian.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1864-65.

NAME OF DONOR.	Description of Donation.	Annual value.	For what period to continue.	REMARKS.
1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
BOOLUNDSHUHUR.				
		Rs. As. P.		
Residents of Boolundshuhur District for four Anglo-Vernacular Schools, ...	Donation, ...	1,680 0 0	For one year certain.	
MEERUT.				
71 Residents of Hauper, ...	In cash, ...	210 0 0	"	
" of Meerut, ...	" ...	60 0 0	"	
Nine Residents of Dasna, ...	" ...	120 0 0	"	
MOZUFFERNUGGUR.				
109 Residents of Mozuffernuggur, ...	" ...	858 0 0	"	
BIJNOUR.				
Residents of Bijnour District, ...	" ...	1,531 0 0	"	
Ditto Ditto for Anglo-Vernacular School at Bijnour, ...	" ...	600 0 0	"	
MORADABAD.				
Residents of Surjunnugger and Tandah Afzul, ...	Donation, ...	198 0 0	"	
2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
JALOUN.				
Rajah Roop Sah of Juggummunpore, ...	Cash, ...	131 8 0	For eight years.	
LULLUTPORE.				
26 persons in Lullutpore, ...	" ...	298 0 4	Up to the time of the Deputy Commissioner.	
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
JAY NARAYAN'S COLLEGE, BENARES.				
The Governor-General, ...	For Scholarship,	50 0 0	"	
C. Horne, Esquire, Judge, ...	" ...	100 0 0	For two years.	
Rajah Shutt Suran Ghoshal Bahadoor, ...	" ...	60 0 0	Donation.	
The Revd C. B. Cobb, ...	" ...	48 0 0	"	
Baboo Futteh Narain Singh, ...	For a Prize, ...	16 0 0	"	
Baboo Gunesh Dial, ...	" ...	10 0 0	"	
Baboo Gopal Singh, ...	" ...	10 0 0	"	
Rajah Deo Narain Singh, ...	" ...	20 0 0	"	
GHAZEEPORE MISSION SCHOOL.				
H. C. Hamilton, Esquire, ...	For a prize, ...	35 0 0	"	
C Sternbelt, Esquire, ...	" ...	30 0 0	"	
M. Brodhurst, Esquire, ...	" ...	60 0 0	"	
J. W. Sherer, Esquire, ...	" ...	33 0 0	"	
C. H. Harrison, Esquire, ...	" ...	10 0 0	"	
W. Oldham, Esquire, ...	" ...	5 0 0	"	
B. Shafton, Esquire, ...	" ...	5 0 0	"	
GORUCKPORE CHURCH MISSION SCHOOL.				
Subscriptions and Donations, ...	" ...	112 0 0	"	
AZIMGURH CHURCH MISSION BOYS' SCHOOL.				
Local Subscribers, ...	" ...	120 0 0	"	
Birmingham Church of England Young Men's Christian and Missionary Association, ...	" ...	50 0 0	"	
CHUNAR CHURCH MISSION SCHOOL.				
Subscriptions, ...	" ...	8 0 0	"	

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1864-65.—(Continued).

NAME OF DONOR.	Description of Donation.	Annual value.	For what period to continue.	REMARKS.
RAJMUNDIL SCHOOL, BENARES.		Rs. As. P.		
London Missionary Society, ...	For a Prize, ...	683 0 0	Donation.	
BENGALITOLAH PREPARATORY SCHOOL, BENARES.				
Donations, ...	...	631 0 0	"	
GYANPORE AND BHUDROWLI SCHOOLS, MIRZAPORE.				
His Highness the Maharajah of Benares, ...	" ...	600 0 0	"	
Deputy Superintendent Family Domains Maharajah of Benares, ...	" ...	60 0 0	"	
Principal Officer of the Maharajah of Benares, ...	" ...	24 0 0	"	
Moulavi Dowlut Ali, ..	" ...	24 0 0	"	
18 Amlahs of the Maharajah of Benares, ...	" ...	216 0 0	"	
Bhugwan Pershad, Tehseeldar, ...	" ...	24 0 0	"	
MR. SMITH'S GIRLS' SCHOOL, BENARES.				
Mrs. Kennedy, ...	...	60 0 0	"	
" Shot, ...	...	24 0 0	"	
C. Horne, Esquire, ...	...	20 0 0	"	
Mrs. Dunbar, ...	...	24 0 0	"	
" Synge, ...	...	24 0 0	"	
Miss Corbett, ...	...	10 0 0	"	
Another Subscriber, ...	...	184 0 0	"	
Mrs. Halsey, ...	...	5 0 0	"	
E. S. Robertson, Esquire, ...	...	5 0 0	"	
J. Hector, Esquire, ...	...	5 0 0	"	
Church Mission Society, ...	...	480 0 0	"	
Secretary to Munshi Seetul Singh's Request, ...	...	50 0 0	"	
Moiety of sale of Fancy Articles, ...	...	295 0 0	"	
AZIMGURH CHURCH MISSION GIRLS' SCHOOL.				
Revd. G. Carber,	...	100 0 0	"	
" B. Wheeler,	...	20 0 0	"	
JOUNPORE MISSION SCHOOL.				
From different Subscribers, ...	...	310 12 6	"	
SIGRA NORMAL ORPHAN MALE AND FEMALE SCHOOLS.				
From different Subscribers, ...	...	2,176 0 0	"	
ALLAHABAD TUHSILI SCHOOL.				
Sheikh Nadir-ood-deen, ...	House for School,	12 0 0	"	
Thakoor Pershad, ...	"	12 0 0	"	
AZIMGURH TUHSILI AND HULKABUNDI SCHOOLS.				
Lalla Goor Buksh Lall, ...	House, ...	30 0 0	"	
" Bisheswar Dyal, ...	Cash, ...	27 0 0	"	
Radhay Singh, ...	House, ...	24 0 0	"	
13 Native Gentlemen, ...	Cash and House,	57 9 0	"	
11 Do. of Mahul, ...	" ...	74 0 0	"	
12 Do. do. Deogaon, ...	" ...	81 6 0	"	
10 Do. do. Mahomedabad, ...	" ...	128 2 6	"	
10 Different Subscribers, ...	" ...	63 14 0	"	
72 Landholders, ...	" ...	517 1 0	"	
BENARES TUHSILI AND HULKABUNDI SCHOOLS.				
Baboo Dabee Dyal Singh, ...	Donation, ...	228 0 0	"	
Shunker Chowdhry, ..	" ...	4 8 0	"	
Five Native Gentlemen, ...	House, ...	35 0 0	"	
His Highness the Maharajah of Benares, ...	" ...	13 0 0	"	
Mussumat Parbuttee, ...	" ...	12 0 0	"	

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1864-65.—(Concluded).

NAME OF DONOR.	Description of Donation.	Annual value.	For what period to continue.	REMARKS.
FUTTEHPORE TUHSILI AND HULKABUNDI SCHOOLS.		Rs. As. P.		
Lalla Thakoor Pershad, ...	House, ...	48 0 0	Donation.	
Chowdhry Atta Hossein, ...	" ...	24 0 0	"	
GHAZEEPORE TUHSILI AND HULKABUNDI SCHOOLS.				
Pundit Thakoor Dutt, ...	House Donation,	132 0 0	"	
Officers of the Deputy Collector's Office, ...	" ...	300 0 0	"	
Government subscription, ...	" ...	366 2 5	"	
GORUCKPORE TUHSILI AND HULKABUNDI SCHOOLS.				
Hazaree Lall, ...	House, ...	6 0 0	"	
Ahmud Ali Shah, ...	" ...	9 0 0	"	
Eight Native Gentlemen of Bansi, ...	" ...	90 0 0	"	
13 Zemindars of Bansgaon, ...	" ...	95 0 0	"	
Four Gentlemen of Captaingunj, ...	" ...	42 0 0	"	
20 Zemindars of Dewaria, ...	" ...	194 0 0	"	
Three Native Gentlemen of Huzoor Tuhsil, ...	" ...	20 0 0	"	
17 Ditto ditto of Khalilabad, ...	" ...	184 0 0	"	
Seven Zemindars of Munsoorgunj, ...	" ...	50 0 0	"	
Four Ditto ditto of Pudrowna, ...	" ...	27 0 0	"	
JOUNPORE TUHSILI AND HULKABUNDI SCHOOLS.				
The Commissioner of Benares Division, ...	Cash, ...	8 8 0	"	
Amount of Hulkabundi Cess, ...	" ...	530 9 3	"	
Moulavi Hyder Hossein, ...	" ...	2,184 0 0	"	
Ameers of Azimgurh, ...	" ...	4,797 0 0	"	
MIRZAPORE TUHSILI AND HULKABUNDI SCHOOLS.				
His Highness the Maharajah of Benares, ...	" ...	75 0 0	"	
Ditto ditto, ...	" ...	36 0 0	"	
Collector of Mirzapore, ...	" ...	25 0 0	"	
Dabee Dyal Singh, ...	" ...	36 0 0	"	
15 Native Gentlemen, ...	" ...	90 0 0	"	
Two ditto ditto, ...	" ...	24 0 0	"	
AGRA COLLEGE.				
Gunga Dhur Shastri, ...	Interest on Rs. 1,78,000, and the rent of three villages,	17,070 0 0	Perpetual.	
BAREILLY COLLEGE.				
Pundit Heit Ram, ...	Cash, ...	50 0 0		
Munshi Gunga Pershad, ...	" ...	20 0 0		
Munshee Pem Raj, ...	" ...	35 0 0		
AJMERE SCHOOL.				
Maharajah of Jeypore, ...	" ...	500 0 0		
Thomason Scholarship, ...	" ...	96 0 0		
GRAND TOTAL, RUPEES ...	...	42,290 5 3		

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES:
Bareilly, the 10th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 17.—*General Statement of Amount Expended by Government on Education during the year* 1864-65.

		Salaries.	Scholarships	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.
		Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.
General Establishment,	...	(*A*) 1,58,051 13 0	...	...	(*A*) 30,562 0 9	...	1,88,613 13 9
Government Colleges and Schools.	General, ...	(*B*) 2,36,087 9 9	15,092 13 5	56,928 4 2	(*B*) 22,360 4 4	...	3,30,468 15 8
	Special, ...	(*C*) 1,05,423 9 6	288 0 0	...	(*C*) 13,871 6 10	...	1,19,583 0 4
Private Colleges and Schools	General, ...	...	...	5,500 0 0	...	79,630 0 0	85,130 0 0
	Special, ...	...	...	3,000 0 0	...	2,400 0 0	5,400 0 0
Total,	...	4,99,563 0 3	15,380 13 5	65,428 4 2	66,793 11 11	82,030 0 0	7,29,195 13 9

Remarks.	Salaries.	Contingencies.
Items marked (*A*) contain on account of the Director of Public Instruction and his Office Establishment, ...	36,289 11 9	3,291 5 3
Inspector I. Circle Department of Public Instruction, his Office Establishment and the Deputy and Sub-Deputy Inspectors under him, ...	39,618 13 10	9,515 5 6
Inspector II Circle Ditto ditto, ...	42,486 4 1	12,043 15 3
Inspector III. Circle Ditto ditto, ...	32,034 5 8	3,697 3 5
Inspector Kumaon Circle Ditto ditto, ...	5,228 10 5	1,841 0 2
Inspector Ajmeré Circle Ditto ditto, ...	2,393 15 3	173 3 2
	1,58,051 13 0	30,562 0 9
Items marked (*B*) contain on account of the Agra College, ...	39,850 13 7	1,755 7 8
Bareilly College, ...	31,981 2 1	2,060 0 0
Benares College, ...	52,963 5 6	3,269 13 9
Ajmere School, ...	15,564 1 0	181 8 8
Salary of Tahsili School Teachers in the five Circles and Contingencies, &c., in ditto, ...	95,728 3 7	15,093 6 3
	2,36,087 9 9	22,360 4 4
Items marked (*C*) contain on account of the Thomason Civil Engineering College, Roorkee, and Medical School, Agra, ...	68,907 14 11	12,634 7 10
Normal School, Agra, ...	11,911 3 7	...
Ditto ditto, Benares, ...	11,868 14 0	852 13 0
Ditto ditto, Meerut, ...	11,095 0 10	334 2 0
Ditto ditto, Almorah, ...	840 0 0	...
Ditto ditto, Ajmere, ...	200 8 2	...
Ditto ditto, Etawah, ...	600 0 0	...
	1,05,423 9 6	13,871 6 10

Office of Director of Public Instruction,
N.-W Provinces:
Bareilly, the 12th July, 1865.

T. B. CANN,
Offg. Director of Public Instruction,
North-Western Provinces.

No. 2814A.

FROM

R. SIMSON, ESQUIRE,
Secretary to Government,
North-Western Provinces,

To

T. B. CANN, ESQUIRE,
Officiating Director of Public Instruction,
North-Western Provinces.

DATED NYNEE TAL, THE 27TH JULY, 1865.

SIR,

MR. Kempson's Report on the result of the administration of the Educational Department in these Provinces for the year 1864-65, dated 6th May last, having been laid before the Hon'ble the Lieutenant-Governor, I am directed in reply to communicate the following remarks and orders :—

2. The continued increase in the proportion of expenditure in this Department under the head of "Instruction" is satisfactory.

3. The Lieutenant-Governor has no doubt that disbursements on account of "School accommodation" are most proper and necessary items of educational expenditure. Unless a comfortable School-room is provided, it cannot be expected that the attendance of pupils will be regular: every effort should, however, be made to induce the residents of the locality to provide the necessary School-buildings.

4. His Honor has observed with much gratification the detail of endowments conferred on Government Colleges during the past year. They evince the interest taken in the success of these institutions, and are also a most encouraging evidence of the hold which they are taking upon the affections of the people.

5. The Report as respects the Agra College is very satisfactory.

6. The measure introduced in the Bareilly College of gradually closing the lower classes will be beneficial, not only by raising the character of the education given at the College, but by enabling the Principal and Professors to devote more of their time to the higher branches of study, and to the preparation of their pupils for the University Examinations. The progress observed in the Bareilly College and the Boarding-house connected therewith is in all respects satisfactory, and the increasing interest exhibited by influential individuals in the extension of education is very gratifying.

7. The average daily attendance in the Benares College is still not equal to that of the Agra and Bareilly Colleges, and further improvement will be looked for: that which has been effected is, however, satisfactory. The testimony borne by the Director to the ability of the staff is very creditable. It is observed that the only two candidates for the B. A. degree, who went up to the University Examination and passed successfully, were from the Benares College.

8. On the whole, the evidently prosperous and flourishing condition of all the Colleges is very gratifying to His Honor, and the endeavors made for the promotion of manly and athletic games are specially interesting and deserving of approval.

9. In the Table affixed to paragraph 12 of the Report, there is either a mistake or an unfavorable feature as regards Schools of the middle class, which has not been noticed by Mr. Kempson. It would appear from the Statement that last year there were only thirty of these Schools, while this year there are forty-three, and yet that the number of students on the rolls and the daily average attendance was greater in 1863 than it has been in 1864;—this is opposed to the tenor of the remarks in paragraphs 19 to 21, and some explanation on the subject is requested.

10. The Ajmere School continues to keep up its previous high character. The testimony borne in this Report and by the results of the examinations to the ability

and energy of the Superintendent, Mr. Goulding, is as creditable to that gentleman as it is satisfactory to the Government.

11. The condition of the Etawah School (Hume's High School) is also satisfactory, and very creditable to the Head Master, Mr. D'Mello.

12. Although Mr. Kempson considers the attendance at the Pillibheet School to be unsatisfactory, yet, as it stands third in the list of thirteen Schools of this class in the 1st Circle, it is presumed that his remarks have reference only to what might be done here if the people were more zealous.

13. It is gratifying to find that the number of boys studying English in the Anglo-Vernacular Schools of the 1st Circle has more than doubled during the year.

14. The establishment of an Anglo-Vernacular School at Mirzapore, with an endowment of fifty thousand Rupees, is very promising, and the general results in this class of Schools must be considered as most encouraging. Nothing can better show the growing desire of the people for Anglo-Vernacular education than the spontaneous establishment and endowment by themselves of Schools such as this for the benefit of their children.

15. Mr. Kempson's remarks upon the vexed question relative to the introduction of the Roman alphabet, to the exclusion or supersession of the vernacular characters, are both interesting and valuable, as illustrating some of the radical defects and practical objections to the romanizing system.

16. Tehseelee Schools.—There has been a satisfactory increase in the attendance at the Tehseelee Schools of the 1st Circle, and the fact that this is not confined to the lowest class, but is extending to the higher classes, is also a favorable feature.

17. There is also a considerable increase in the general attendance at the Tehseelee Schools of the 2nd Circle. The diminution in the two highest classes is sufficiently accounted for by the opening of English classes in other Schools.

18. The Table showing the state of the Schools in the 2nd Circle at the time of the Inspector's visit is interesting, and might with advantage be adopted in the other Circles. Information is required as to the cause of deterioration observed in the Schools of the Cawnpore, Humeerpore, Jaloun, and Jhansie districts.

19. It is to be regretted that the daily average attendance at the Tehseelee Schools in the 3rd Circle has not kept pace with the improvement in the average of boys per School. The bad attendance at the Tehseelee Schools in Kumaon and Gurhwal arises, it is supposed, from the hilly nature of the country and the long distance between the villages in this Circle.

20. It is presumed that you will, if possible, provide for improved accommodation at Pesangun, the School-building at which is said to be in a dangerous state and likely to be wholly untenantable in the rains. The improvement in respect to Tehseelee Schools generally in Ajmere seems to have been as great as could have reasonably been expected amidst the difficulties under which these Schools have labored, and is considered satisfactory when viewed in connection with the growth of Anglo-Vernacular Schools.

21. Hulqabundee Schools.—The generally prosperous condition of the Hulqabundee Schools in Boolundshuhur, Seharunpore, and Moozuffernuggur, is creditable to the Teachers, and also to the Deputy and Sub-Deputy Inspectors of those districts.

22. The average attendance at the Schools comprised in the 3rd Circle has been more favorable than that of last year, notwithstanding the decrease in the number of boys caused by striking off the roll those whose attendance was irregular. His Honor has no doubt that this result is owing to an improvement in discipline. A large percentage of daily average attendance is one of the best tests of the prosperity of the Schools, and it may be expected that any falling-off caused by stricter discipline will only be temporary.

23. It is not to be anticipated that the average attendance at the Hulqabundee Schools in Gurhwal should be so good as in the other Circles, but the decreased proportion of attendance, as compared with last year, is an unfavorable feature which requires explanation.

24. Mr. Kempson's remarks in respect to Female Schools have His Honor's full concurrence. In the present state of Native feeling and opinion, steady, unobtrusive encouragement, rather than direct stimulus, is the proper policy of Government and its officers in the matter of female education. Progress, to be permanent, must depend upon the spontaneous action of the people themselves.

25. The number of Female Schools, it is observed, has considerably more than doubled, while the attendance has very nearly trebled since the previous year; and, compared with the year 1862-63, when there were but 62 Schools and 950 girls, the rate of progress is most encouraging. The number of Girls' Schools set on foot by private parties is also most promising, and the establishment of several of these Schools by independent societies of Native gentlemen is peculiarly gratifying, as showing the rapid change of public opinion on this most important question.

26. All the Normal Schools seem to have been working well, and the pupils generally appear to have made creditable progress.

27. There seems to be a mistake in the Statement of Private Institutions under Government Inspection. One Normal School is entered in it as costing Rs. 5,400, while at page 42 of the Report it is entered at Rs. 2,400. An explanation of this discrepancy is requested.

28. In the list of institutions which have received grants-in-aid from the Government during the year appended to paragraph 47, it is observed that the denomination of the different religious bodies does not appear to be properly stated in several instances, *e. g.*, in Nos. 32, 33, 43, 45, 46, 48, and probably in some others.

29. Employment of Students in the Public Service.—Under this head, and with reference to paragraphs 52 and 53 of the Report, I am to observe that no appointment above Rs. 100 per mensem appears to have been vacant in the Judicial Department in 1864, and that the only vacancy in the Revenue Department was given to an *ex*-Student of the Benares College. The Annual Statement now received by Government also shows that, out of 166 persons employed for the first time in 1864 on salaries of Rs. 10 a month and upwards, 119 were educated either in Government institutions or in well-conducted private Schools, most of them receiving Government grants-in-aid. It appears also that eleven of these individuals obtained appointments of Rs. 100 and upwards, and of these three were educated at the Benares College, two at Roorkee College, one at the Agra College, one at the Calcutta Presidency College, one at the Calcutta High School, two (Police Inspectors) received a private education, and one European Jailor was educated in the Regimental School of the 1st Bengal Fusiliers. These statistics sufficiently show that candidates who have received a good education are freely employed in the public service, and that students from the Government Colleges obtain their full share of the higher appointments.

30. The results of the labors of the Educational Department during the past year are generally satisfactory,—those relating to female education especially so; and I am to express the warm acknowledgments of Government to Mr. Kempson for the care and ability with which he has administered the Department, and the approval of the exertions of those Officers who are named in the concluding paragraph of his Report.

I have the honour to be,
Sir,
Your most obedient Servant,
R. SIMSON,
Secretary to Govt., N.-W. Provinces.

GOVERNMENT
N.W.P.

REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

NORTH-WESTERN PROVINCES,

For the Year 1865-66.

By M. KEMPSON, Esq., M.A.,
Director of Public Instruction, N.-W. P.

Allahabad:
PRINTED AT THE GOVERNMENT PRESS, NORTH-WESTERN PROVINCES,
1866.

REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

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For the Year 1865-66.

BY M. KEMPSON, ESQ., M. A.,

Director of Public Instruction, North-Western Provinces.

No. 151 OF 1866-67.

FROM

M. KEMPSON, ESQUIRE, M.A.,
Director of Public Instruction, N.-W. P.

TO

R. SIMSON, ESQUIRE,
Secretary to Government, N.-W. P.

DATED 15TH MAY, 1866.

SIR,

I HAVE the honour of reporting on the progress of Education in the North-Western Provinces during 1865-66, under the following Sections :—

I.—Controlling Agencies.
[II.—Universities.]
III.—Colleges.
IV.—Schools.
V.—Private Schools (aided).
VI.—Scholarships.
VII.—Employment of Students.
VIII.—The English Language in Indian Education, and Miscellaneous Matters.
IX.—Book Depôt.

SECTION I.

2. 1*st*.—The marginal table shows the agency of control and inspection on its existing scale.

	No.
Director,	... 1
Inspectors,	... 5
Assistant Inspectors,	... 8
Deputy Inspectors,	30
Sub-Deputy Inspectors,	67

The Director was absent from India on medical certificate from May 8th, 1865, to January 19th, 1866, during which time his duties were performed by Mr. Cann, Inspector of the 1st Circle. Mr. Pearson, Assistant Inspector, acted for Mr. Cann; and Mr. Constable, Professor in the Bareilly College, for Mr. Pearson. The last-named gentleman was appointed in November to an Inspectorship in the Punjab Educational Department.

The work of the Deputy Inspectors has generally given satisfaction. In one instance, in the 3rd Circle, continued neglect of duties and orders has led to the removal of the man in fault. In a second case, also in this Circle, a Deputy Inspector, whose state of health was the excuse put forward for the small amount of work done, has been recommended for a small pension on retiring. I may remark here that it is not uncommon with native officials to bring forward illness as a plea for neglect of work, forgetting that, if too ill to serve the Government honestly, it was their duty to take sick leave. The diminution in the number of Sub-Deputy Inspectors (from 90 to 67) has been no hindrance to the proper conduct of inspection in the lowest grade, so far as my personal inquiries go.

2nd.—Expenditure in 1865-66 is embodied in the annexed Schedule. The proportions of expenditure under the three heads of "Direction," "Inspection," and "Instruction" may be approximately rated at 2·9 : 12·3 : 84·8 last year it was 3·5 : 13 : 83·5.

Charges.	Imperial.	Local.
Direction, ...	34,635 7 0	0 0 0
Inspection, ...	1,46,825 4 3	0 0 0
Instruction,	6,03,228 2 9	4,07,612 6 2
TOTAL, ...	7,84,688 14 0	4,07,612 6 2

3rd.—Expenditure on "Aided" Schools under inspection will be accounted for under Section V.

4th.—The disbursement of funds (Rs. 70,000) under the head "School Accommodation" is given in the margin. What has thus been effected is of great importance to the future permanence of the District Schools. I may add that the character and attendance of every School where a School-house has been provided have improved—in some instances in a marked degree—since the erection of the building.

No. of School-houses.	Schools in Districts of	Amount. Rs.	As.	P.
6	Saharunpore, ...	8,300	0	0
3	Mozufferpugger, ...	4,500	0	0
2	Budaon, ...	1,870	0	0
3	Dehra Dhoon, ...	1,595	14	6
1	Aligurh, ...	700	0	0
3	Futtehpore, ...	2,427	0	0
1	Mynpoory, ...	1,418	0	0
3	Cawnpore, ...	1,473	0	0
2	Agra, ...	1,706	0	0
2	Etawah, ...	3,400	0	0
2	Furrukhabad, ...	2,500	0	0
5	Humeerpore, ...	2,940	12	0
3	Jaloun, ...	1,998	12	0
1	Allahabad, ...	800	0	0
4	Lullutpore, ...	3,457	0	0
10	Ajmere, ...	6,760	0	0
1	Mirzapore, ...	200	0	0
2	Ghazeepore, ...	4,301	0	0
1	Bijnour, ...	1,783	0	0
2	Muttra, ...	941	10	0
1	Head Master's House, Normal School, Meerut, ...	5,694	0	0
	Repairs of School-houses in 1865-66,	6,255	5	6
	Transferred to Grants-in-aid, ...	5,522	10	0
	TOTAL, RS. ...	*70,500	0	0

5th.—Local funds consist of the Educational Cess (otherwise called the Halqabandi Funds), Endowments, Donations, Fees, Fines. I have no special instances of gifts or donations to notify for the year under review, except it be the presentation to the Bareilly College by a late Principal of two works of value, and the donation mentioned in para. 42 below.

SECTION III.—COLLEGES.

3. The annexed table exhibits the attendance and working cost of the Colleges, General and Special, of the North-Western Provinces. The standard of instruction maintained in the College Departments of the three "General" Institutions depends upon the requirements of the Calcutta University. The Entrance Examination, Calcutta University, regulates the admission to the College Departments of students from the School Departments; and the higher Examinations are three in number, *viz.*,—the first in Arts, after a two years' interval; the B.A., after a similar interval; and the Examination for the M.A. degree. The classification of the College Departments is, therefore, as follows:—

	General			Special		
No. of Colleges, ...	3			2		
„ on Rolls, ...	190	6	0	270	0	0
„ in average daily attendance,	159	3	1	248	8	6
Expense, ... Imperial, ...	64,579	4	0	86,203	0	0
Expense, ... Local, ...	9,101	4	6	0	0	0

Junior Class.—Preparing for the First in Arts Examination of the year following;

Middle Class.—Preparing for the First in Arts Examination of the year;

Senior Class, 2nd Division.—Preparing for the B.A. Examination of the year following;

Senior Class, 1st Division.—Preparing for the B.A. Examination of the year;

And, lastly, *the M.A. Class* of students reading for the M.A. Examination of the Calcutta University.

*Rs. 500 were transferred to this head from a grant for purchase of land not expended.

The following Schedule gives a comparative view of the success of the students in the two first of those Examinations (*viz.*, the First in Arts and the B.A.) for three years past. Two students of the Benares College who have obtained the B.A. degree are prosecuting the studies prescribed for the higher Examination.

	1863.		1864.		1865.	
	No.	Passed.	No.	Passed.	No.	Passed.
1st in Arts, ...	4	4	9	5	11	9
B.A., ...	6	1	2	2	3	3

4. Failure or success in the Calcutta University Examinations is a less satisfactory index to the working of our Colleges than it would be if the detailed results of the Examination were communicated. I observe, too, that the standard of proficiency required is such that tutors who will not stoop to cram must be content to see the sounder method of tuition fail occasionally, even when the examiners are the best possible. I speak advisedly of cultivating the reasoning faculties rather than memory, as a "sounder method" than that of communicating knowledge at a rapid rate, or "at a rate unknown till recently,"* because the suggestions lately issuing from the Chair of the Calcutta University seem to me inapplicable to real progress in Indian Education. The Vice-Chancellor,† as His Honor will have seen, condemns the importation to India of commonplace censorious opinions, about cramming for instance, which he would regard as meaning nothing more than "the rapid communication of knowledge," which has been necessitated by the modern system of competitive examinations. But if it be unreasonable to import the results of old experience, it was surely unreasonable to introduce at such a time and place a supposed development of modern progress—"a rough anticipation of the future"—such as the view thrown out by the Vice-Chancellor. Moreover, if "reason is that mental faculty whereby we distinguish truth from falsehood,"‡ it is not unjust to say that in the education of Asiatics the cultivation of the reasoning faculties demands our first attention.

5. The state of the Colleges is generally improving. The College Department of the Agra College has not been so full or so successful as it has been; but the attendance and work done in the corresponding Departments in the Bareilly and Benares Colleges are above the average.

6. The upper classes passed the annual Paper Examination in December with general credit. They were examined in English, Arabic, Persian, Sanskrit, and the Vernaculars; in Mathematics, History, Geography, and Mental Philosophy, by the Board of Examiners named in the margin. The particulars of the result of this Examination are given in my Circular letter to the Principals, which appears in Appendix A. to this Report.

Examiners.	Subjects.
E. Willmott, Esq., M.A., Principal, Delhi College	English.
E. E. Rogers, Esq., M.A., Professor, Benares College.	Mathematics.
J. C. Graves, Esq., Head-Master, Bareilly College.	History, Geography, & Philosophy.
Moulvi Mahomed Ahsan, Bareilly College.	Arabic, Persian, Urdu.
Pundit Ram Jasen, Benares College.	Sanskrit, Hindi, Bengalee.

7. I make the following extracts from the Reports of the Principals:—

Agra College (*Founded A. D.* 1823).

"As regards the College Department, I cannot speak with so much satisfaction "as in former years. We have, indeed, passed the only candidate who went up for the "B.A., and two out of three for the First Arts, one of them being high in the first "division; but of the nine who last year passed the Entrance Examination, two only

* *Vide* Vice-Chancellor's speech, 17th March, 1866.

† Ibid.

‡ Tate.—Philosophy of Education.

" have stayed on to read for the first Arts of the present year ; and those two are by " no means the best of the class, nor, I am afraid, likely to do us any credit. In the " Departmental Examination at the end of the year, they failed badly in every subject " except English, though the papers were such as gave them every opportunity of " showing what they knew. The Entrance Class has been far less successful than " in previous Examinations. It is true to a certain extent that the papers were harder " than in former years, and that a much smaller percentage of candidates generally " have passed ; but at the same time our students have by no means kept pace with " those of Bareilly and Benares, and, though we cannot perhaps expect always to do as " well as in the last two years, yet we cannot rest satisfied with passing only four out " of seven, and of those four only one in the first division. During the past year we " have certainly had a good deal to contend with: the Professor of Mathematics was " away from the College during the whole of the second term, and for more than " two months I myself was so unwell as not to be able to do my duties with any- " thing like energy."

Bareilly College (*Founded A. D.* 1837).

8. " The year's work has been both steady and prosperous : there have been few " shortcomings to explain, no failures to extenuate, and there is consequently but little " material for a lengthened notice. The system pursued during the last three or four " years is now beginning to yield the results expected, and for which it was introduced. " One by one the upper School classes have grown larger, and, by January, 1868, we " may look forward to having as many as twenty boys in the first class. The School " shows 257 on the roll, against 293 in 1864. As stated in the Report I had the " honour to furnish last year, a considerable temporary falling off, as a necessary con- " sequence of opening Branch Schools, was to be looked for. Besides, with the view " of connecting them with the College, I, in January last, closed our then lowest " form, and in July did the same. This limits our admissions. I shall continue to " reduce the School classes until the standard for entrance here becomes that up to " which the branches can efficiently teach—probably our sixth. If these feeders con- " tinue to work well, and grow in popularity, they may be expected to supply us ere " long with twenty-five lads every year. As many more from the district will in a " short time give us a full lower division—all fairly advanced lads, instead of, as " heretofore, half at least but commencing.

9. Mr. Templeton remarks on the proportion of Students coming from a distance :—" As an evidence of the spread of Schools and the desire for School training, I find that, of 268 students now under me, no less than 75 have come from out stations—some, indeed, all things considered, remote enough to have deterred most European lads from venturing so far for such an object. The spread of Schools is shown in the fact of so large a proportion of boys having at once entered the more advanced classes. Eight years ago we could not have numbered twenty-five pupils from a distance, and nine-tenths of those who came began with the alphabet."

10. On the state of the College Library, which was reduced to nothing during the Rebellion, Mr. Templeton remarks :—" During 1865 our library has been increased by 100 volumes of works purchased. We now have a very useful collection of books, all good editions and well bound. The annual allowance of Rs. 500 under this head has enabled me to supply our shelves with many necessary works of reference and others suited to general readers."

11. The Branch Schools originally established by private enterprise in the city of Bareilly—namely, by the Municipal Committee and by Babu Kali Churn, my Head Clerk—are noticed at length by the Principal of the College in his Report, for, as feeders to the College, their condition and working is a matter of importance. The members of the Municipal Committee who are qualified by education to attend to matters of

scholastic discipline, &c., have their hands too full of other duties and business to devote time to a regular inspection, and the consequence is that the Schools must fail in details of management and in regularity of tuitional arrangements. There is no question of the usefulness of these Schools, but, if they are to become permanent, and especially if they are placed by the Principal of the College in a recognised position as 'feeders,' the matter of their management demands attention. The Municipal Committee have been advised to allow a small salary for an inspecting officer to be placed with the Schools under the general orders of the Principal; but they seem unable to afford this at present. They are also unable to provide suitable buildings.

12. The Principal's remarks follow :—"There are now six of these Schools in "different parts of the city, furnishing fair elementary instruction to 460 pupils. In "September I examined the first and second classes of each, and during the December "holidays Mr. Graves (Head Master) and myself took all the remaining classes. In February I had a general examination, with a view to promotions and re-arrangement of "classes. The labour, though heavy, and interrupting our own proper work, was necessary. Allowance being made for the newness of the Schools, the want of experience "in most of the teachers, and of the steady regular supervision of a trustworthy, business-like Superintendent, I consider the progress made very creditable to all concerned. I have not drawn any comparisons, or *sought* to compare one School with "another, since they did not start fairly together, and one or two are but very recently "in the field. The results shown in the tables and in promotions have satisfied "me that much very useful work may be done—much of the mere drudgery of teaching fairly got through—by these Branch Schools.

"At present this is, I presume, all they profess to do, and, if they accomplish it "in less time than it has taken in the School Division of the College, do it as well, "and for a much greater number, those who originated the movement will have deserved the thanks of all who care to see English Education extended.

"Two things must specially be guarded against :—the different Head Masters, in "a spirit of rivalry, may be urging the lads much too fast; and, with a view of keeping "up the roll, will admit such as cannot possibly continue their studies after passing "the entrance test for our School. In both cases the injury will be great, and will "re-act on the Branches themselves if, for want of honest and careful training, or "means of remaining at School long enough, parents find their hopes disappointed and "their money wasted. To prevent this and other threatened drawbacks to the usefulness and permanency of the Branch Schools, I would recommend their all being "brought absolutely under one management—that of the Principal, through a sensible, "honest, business-like, fairly-educated man, as Superintendent. I do not know that "any other change is necessary, and am sure no other would be so advantageous. The "Schools, considered with reference to accommodation and teaching strength, are full "enough; and the year, or what remains of it, might be profitably used in improving "them, by weeding out old or poor lads; looking to the teachers likewise, some of "whom could be easily replaced by better men; changing defective arrangements, consolidating what is good, and generally reducing the whole to one uniform, smooth-working, well-ordered system. When this has been done, and it is found the Schools "have really struck root and will bear the pruning which adds vigour and health, we "can confidently recommend them to Government for whatever further aid they may "seem to require.

"With the full consent and approbation of Mr. Cann, I, in January, took over "the Anglo-Vernacular Tehsili School to work the same as a "Lower School" of "this College, and, to make inspection more effective and regular, removed it in February to the new boarding-house. I desire to make it a kind of model for the other "Branch Schools, since, whatever is found favourable or prejudicial to one will be "the same in all, and is far more easily seen in one inspected daily than in several

" visited at long intervals. All those applicants who, as boarders or others, come to me " for admission into classes lower than I have open, I send to this School. In Feb- " ruary I removed thereto such of the boys of the tenth as failed to secure promotion " in December (the class then closing), and, for want of room, the ninth class and its " teacher.

" I have to ask your formal consent to this arrangement, and to the change of " designation from ' Tehsili ' to ' Lower School, Bareilly College.' In every other " respect it can continue on its present footing, though I hope next year to show " good reason why a separate building, near us, should be supplied for its accommoda- " tion, and that the whole charge of establishment (with some increase) should be " borne by Government."

13. On the whole, the condition and prospects of education in Bareilly are satisfactory, and, when the Branch Schools, whose status has been well estimated in the above remarks, are placed on a secure footing in connection with the College, and when buildings are provided, I know no town in the North-Western Provinces which will be better off for educational facilities. It is possible that one building may be provided yearly by the co-operation of the Municipal Committee with the Government.

14. The connection with the College of a Lower School will be a great convenience to the Principal as his upper classes increase; and I shall be prepared to recommend the erection of a suitable building when circumstances permit.

15. The Principal remarks, on the increase of Musalmân students at the College, that the proportion of attendance is now one-fifth, *viz.*,—50 out of 268,—whereas in 1858 it was one-tenth,—*viz.*, 18 out of 190,—a fact which is not without its significance.

Benares College (Founded A. D. 1792).

16. This institution now numbers 706 scholars. At the close of 1865, before new admissions took place, it was 560. The daily average attendance has increased from 86 to 89 per cent. during the year.

Mr. Griffith is of opinion that the maximum amount of regularity has been reached, and he combines with this opinion a summary of the most common excuses for absence, which are, however, by no means peculiar to Benares, as follows :—

" I think the percentage is as high as we can expect it to be as long as Benares " boys are liable to small pox, matrimony, and cholera, to loss of grandmothers, and " the performance of pilgrimage and *puja*."

17. The Principal's general remarks on the three branches of the Institution are as follow :—

Sanskrit College.

" Dr. Kern, Anglo-Sanskrit Professor, resigned his appointment on the 1st July, " having been selected to fill the newly-established Sanskrit Chair in his own Univer- " sity and native town of Leyden. An enthusiastic Sanskritist, and a well-read and " accurate scholar, he was a great acquisition to the College, and his departure must " on our own account be lamented. Pundit Batuk Nath Dube, Second English " Teacher in the Anglo-Sanskrit Department, died of cholera. His post is now filled " by Babu Keshava Keole.

" There were 150 students in the Sanskrit College in the past year.

" The Mathematical classes have been taught, as usual, by Pundits Bapu Deva " Sastri, Govind Deva Sastri, and Nand Lal—the class-books being Pundit Bapu Deva's " Algebra, the Goladhyáya, the Siddhanta Tattva Vibeka, Geometry, and Lilavati. " The students have been regular and attentive, and have made fair progress in their " studies.

" Sankhya philosophy has been taught with his accustomed ability, care, and " success by Pundit Vitthol Sastri. He has taught also in Literature, the Uttara " Rama Charitam, Sakuntala, and part of the Hitopadesa. Nyaya has been taught " carefully and well by pundit Kali Prasad Bhatta Charya; and Law, Poetry, Sahitya, " and Grammar by the Professors of those branches respectively. I have reason to " be satisfied with the work of both pundits and pupils during the year. There were " of course instances of failure in the Annual Examination, but there was no gene- " ral failure in any class, and, on the whole, the results of the Examination shew " steady progress, and are decidedly satisfactory.

Anglo-Sanskrit.

18. " Babu Pramadadas Mittra has taught English, through the medium of " Sanskrit, to the seven pupils who composed the first class. The text-book was the " University Entrance Course for 1866. The teacher is careful and able; the students " show by the translation that they have understood what they have read, but their " knowledge of English is at present very limited, and their pronunciation is far " from good.

" Vishun Sastri, of this class, passed a very good examination. His translation " into Sanskrit of passages from Pope's Homer and the Deserted Village were remark- " ably neat, and most creditable to him and to his teacher. He acquitted himself " well also in Mathematics, in which Pundit Govind Deva was his teacher. Of the " remaining six students of this class, Babu Ram and Sankata Datta passed a very " fair examination; Ram Govind and Raja Ram Sastri failed in Mathematics, and " did only tolerably in English; Ramavatar was last in English, but did fairly in " Mathematics; and Ganesh Joya Krishna passed a tolerable examination on the " whole, considering that he is lately come from Poona, with a limited knowledge of " Sanskrit, and none of Hindi.

It is very satisfactory to find that the men sent out from this class as teachers of either English, Hindi, or Sanskrit appear to give satisfaction to their superiors, and that the demand for them is at present greater than the supply.

The second and third classes are making steady progress. Three students, at least, of the second class will be promoted.

19. The Professors during the past year have not limited their labours to the actual work of teaching. Dr. Kern has completed his edition, in the Biblitheca Indica, of the Brihat Sanhita of the celebrated Varaha Mihera. This valuable work has been favourably received by European Sanskritists, and has met with so rapid a sale that the stock in Calcutta is already exhausted. Babu Pramadadas Mittra has been occupied with the continuation of the translation of the Sahitya Darpana, or Mirror of Composition, and his work is sufficient to show that, to a scholar-like knowledge of English which is rarely found in natives of this country, he adds the still rarer gifts of taste and feeling. Pundit Bapu Deva Sastri has commenced a carefully-corrected edition, with original explanatory notes, of the Sidhanta Siromani, which will be of great service to native mathematicians. And Pundit Govind Deva Sastri has, with the assistance of Pundit Vitthol Sastri, prepared for the press the hitherto unpublished Balaramayana.

The average percentage of daily attendance in the Sanskrit College during the past year is 83·3 : in the preceding year it was 75·7.

English College.

20. Mr. E. E. Rogers, M.A., Professor of Mathematics, returned after his fifteen months' sick leave to Europe, and resumed his duties on the 31st March. I am happy to be able to say that his health and strength appear to be fully restored, and that the marked general improvement of our Mathematical Department is sufficient to prove the zeal and ability with which he has discharged his duties.

" Babu Bireshwar Mittra, M.A., who had officiated most satisfactorily for Mr. " Rogers, resigned his appointment for the Head Mastership of the Berhampore " College. Mr. Phillips, B.A., Calcutta University, Assistant Master, was appointed " Second Master of the Patna College. Pundit Badri Lal, our able and much " respected First Hindi Teacher, died; and Moulavi Sajid Ali, Second Urdu " Teacher, was allowed to resign his post. Babu Prasanna Badana Mittra, B.A., " and Babu Madhava Chundra Dé, B.A., both of this College, were appointed " to the posts vacated by Mr. Phillips and Babu Bireshwar Mittra. Moulavi " Mohammad Ali fills the place of Moulavi Sajid Ali; and Pundit Ram Jason holds " the post of First Hindi Teacher, which has been amalgamated with his former ap- " pointment of Anglo-Sanskrit Teacher.

21. " The appointment of our first Bachelors of Arts to well-paid posts in their " own College is, I think, the most satisfactory event of the very satisfactory year. " The College has gained two qualified teachers of her own training, and can now " encourage her pupils to finish their University course by pointing to examples of " intelligent and meritorious perseverance acknowledged and rewarded. In addition " to these causes of satisfaction which all interested in the College must feel, there " is another point which all who are interested in the natives of this country will, I " think, admit to be gratifying—to find a young man of a wealthy and highly res- " pectable family, able, if he chose, to pass his days in idleness, with every comfort " and luxury at his command—to find him willing and anxious, in spite even of dis- " suading friends, " to scorn delights and live laborious days," merely out of love of " work and dislike of idleness—this surely must be gratifying to all, and this I firmly " believe we find in Babu Prasanna Badana Mittra."

Law Class, Agra College.

22. The results of the establishment of a Law Professorship are described in the Professor's Report, given below :—

" I have the honour to report for your information that I entered on my duties " as Professor of Law in the Colleges of the North-Western Provinces, at the Agra " College, on the 1st of April, 1865. Between that time and the College vacation no " pupils offered themselves who could, under the existing College regulations, attend " the lectures. On the 10th July following, I commenced a course of lectures (five " pupils attending) on the Law of Contracts, taking " Macpherson on Contracts " as " the text-book.

" On the 22nd of September following, four out of the five pupils passed an " excellent examination ; nothing, indeed, could be more satisfactory than the progress " they had made in the short time they had been under instruction. On the 1st " October I commenced a course of lectures on the Law of Evidence, taking " Norton " on Evidence" as the text-book (seven pupils attending), and on this I am engaged " at the present moment. Although the pupils are few in number, they are of a " class qualified to make superior pleaders, and, on Act XXIX. of 1865 coming into " operation, I expect a large accession to our numbers.

" It perhaps may not be out of place here to mention that I give lectures to a " large class (composed of some of the principal pleaders and mooktears of the Sudder " Court), established by the exertions of Lala Maun Rae and his son, Jowala Pershad, " to whom too much credit cannot be given for their exertions in the cause of Legal " Education. The members of this class consider themselves indebted to you for the " privilege they enjoy, for, had you not succeeded in obtaining the appointment of a " Law Professor, they would have had no person qualified to instruct them."

23. On this I remark that, though only a small beginning has been made, so far as the formation of a class is concerned, the provision by the Government of a Professor is acknowledged as a boon by the classes who have most felt the want of legal

training. Hitherto the class to which the pleaders belong is not one which has availed itself of an English education at the Colleges, and conversely the students at the Colleges have as yet no inclination to enter the legal profession: moreover, few of them have the means of paying the fees prescribed. Mr. Smith's opinion is that the Government will be compelled to adopt the plan of the Council of Legal Education in London,—namely, to make the attendance at law lectures compulsory for a legal year.

The best means for promoting the study of law and utilizing the labours of the Professor will be made the subject of a separate communication.

24. With respect to the two institutions for special education, *viz.*, the Civil Engineering College at Roorkee and the Medical School at Agra, which are supported by funds which do not form part of the Educational Budget allowances under my administration, I append for reference the rules at present in operation in the matter of admission and stipendiary allowances. (*Appendix C.*)

BOARDING-HOUSES ATTACHED TO THE COLLEGES OF AGRA, BAREILLY, AND BENARES.

25. *Agra.*—" The boarding-houses are both full, and I am glad to say Go-
" vernment has sanctioned the building of a third bungalow.

" The conduct of the scholars has been good throughout, and certainly they ought
" to appreciate the advantages held out to them. Athletics are flourishing, and no small
" stimulus has been given to that branch of their education by the contest which took
" place in December last with the boys from the Bareilly College. I hope that these
" contests will now become a regular part of the College programme, and that at the
" end of the year we may have a general meeting of boys from the three Colleges."

26. It is pleasing to record the progress of physical education in the Agra College play-ground, under the auspices of Mr. Deighton and his staff. The boarding-house system has borne excellent fruit in many ways, but in none more than this,—that it gives us a power of exercising influence over the leisure hours of the students who come to us. An account * of the cricket match and games mentioned by the Principal is given in Appendix B. to this Report. The means of more directly encouraging physical education among the students will be made the subject of a separate communication, if His Honor so approves.

27. *Bareilly:*—The Principal's remarks on the boarding-house attached to this College are as follow :—

" This continues to flourish, and is an unmistakeable success. The Superintendent
" has worked it during 1865, as heretofore, with singular tact, equally to the benefit
" and satisfaction of its inmates. I mentioned in my last the favouring circumstances
" which in my opinion gave boarders an advantage over their school-fellows from the
" town. This year's results have proved that such advantage really exists, originate
" where it may.

" One boarder passed the Middle Arts Examination, and two in the Junior Col-
" lege Class head the list. The Ex-students' Scholarship for first in Entrance Exami-
" nation was gained by Cheda Lall, a boarder; and, of fifty-four in the School division,
" but two failed to secure promotion at Christmas—one a new admission in June, the
" second owing to long absence. Twenty-four have been advanced two classes during
" the year, and generally boarders are high up in the Examination Returns.

" Cricket was pretty steadily practised throughout the past year, and in Decem-
" ber 'eleven of ours' accompanied Pundit Kedar Nath to Agra, where they got most
" thoroughly beaten by the Agra lads. Much may be learnt through defeat. Our

* Taken from the *Agra and Delhi Educational Magazine* for February, 1866.

" boys will, they believe, make a better stand in the return match in December next, " and are again in spirits, having won easily two games played in February last with " a junior club here."

28. The visit of eleven of the boarders, under the care of their Superintendent, Pundit Kedar Nath, to Agra for the purpose of encountering their brother collegians at cricket was mentioned in paragraph 26, above. The spirit displayed by the Bareilly boys, who in journeying on foot so far may be said to have eclipsed the performances of itinerant elevens even in England, is well worthy of notice; and a strange sight indeed they must have presented to their fellow-travellers—pilgrims, mendicants, and others—not bound as they for sacred fair or holy place, nor on a visit to relations, but hurrying along with bat on shoulder to play a cricket match! That these lads should succeed in their studies by comparison with the town boys is not surprising.

29. My thanks are due to the Municipal Commission of Bareilly and its President, Mr. Edwards, for the erection of the new building mentioned in a former report, and for taking in hand the Superintendent's house. There is now no reason why the sons of a higher class of natives should not reside at Bareilly for education in the College under careful surveillance out of hours. I may mention that a descendant of the old Rajahs of Kamáun has been sent to reside at the College Boarding-house by the Rajah Sheoraj Singh, of Kashipore.

30. *Benares.*—As a description of the state of the boarders belonging to the Benares College, and of the difficulties and hindrances which must occur in managing an Institution of the kind, I cannot do better than transcribe *in extenso* the Report* of the Superintendent, of whose trustiness and capability I have a high opinion :—

31. " I have the honour to lay before you my second report regarding the Benares " Boarding-house, which has been under my charge ever since the 20th June, 1863.

No. of boarders now in the boarding-house.

" The number of boarders has been fast rising within the year under review. Last " year the institution had on its rolls 69 pupils; but now their " number has increased, I am glad to state, up to 121, of which " nine pay for their tuition in the College. An account of " seven boys of this description was given in my last report. Two who entered the " Boarding-house last year require mention: one of them is a descendant of the late " Nawab Kassim Ali Khan, of Bengal; and the other, whose admission was recommend- " ed by Deputy Collector Mr. Bachman, is the son of the Tehsildar of Baliya, Ghazee- " pore District. The remaining 118 are students of the Tehsili and Halkabundi " Schools under the Inspector of the 3rd Circle, Department Public Instruction, " North-Western Provinces. 81 receive stipends of Rs. 3 per month each, and the " rest live at their own expense as umedwars. It would not be out of place were I " to say how far this Boarding-house has been popular may be seen from the present " number of its inmates.

The importance of having a baniya's shop within the premises of the institution.

32. " The baniya appointed for the purpose of supplying provisions to the " boarders still keeps his shop within the compound, and his " dealings with them are narrowly watched. The working of " the institution, and the rules and measures adopted for its " benefit, continue to be the same as explained in the last year's " Report, and a recapitulation of the same is avoided in this Report. What has actu- " ally occurred within the period the Report comprehends is recorded as follows.—

Removal of the Boarding-house to the new building.

33. " On the 12th May, 1865, the Boarding-house was ordered to be removed to " the new building, which I am sorry was not quite complete " when the boarders took up their lodgings in it, in consequence " of there being no provision made for them to cook in. On

* Report on the Benares College Boarding-house (1865), dated 6th April, 1866, from the Superintendent to the Principal of the College.

"my representing the matter to Baboo Sivaprasad, he kindly advanced Rs. 450 to "have cook-rooms ready. I set about the work, and finished it within one month and "a half, and, when the boarders returned from their homes after the summer vacation, "they were all happy to see that everything was so arranged as to make them not the "least uncomfortable. There was, however, one source of inconvenience:—When the "rains set in the roof of the building began to leak most shamefully, and the poor "boarders and their Superintendent sat up two nights without a wink of sleep. On "the third day, seeing no shelter, I reported the matter to you, soliciting your permission "to allow me to remove the boarders again to Raja Sivalall Dube's garden, and, on "your having acceded to this request, they were taken back to the said garden, and "made to live there till the roof was set right and the building was fit to be re-occupied "by them. Perceiving that much of my time was taken up in superintending the re-"pairs of this building, I requested Baboo Sivaprasad to try and get the building made "over to the Civil Engineer. When the plan of it was originally drawn up, it appears "it was intended for 50 or 60 boys only, two in each room. As the number of its occu-"pants has now risen to 121, I, after arranging to put three or four in each of the 28 "rooms in the building, found it necessary to solicit you to authorize me to hire a range "of shops opposite to the present Boarding-house. They have now been secured, repaired, "cleaned, and made over to the new comers for their lodgings. Before leaving this "important subject, about which I have had to say so much, though not in the way of "a complaint, kindly permit me to add that good and comfortable lodging is, in my "humble opinion, one of the first and greatest inducements, along with the other ad-"vantages of the Boarding-house, for people to send their children to live in it; and if "you agree with me in so thinking, I beg you will kindly adopt measures to get a few "additional rooms built up before the rains set in, for the better accommodation of the "boarders. Further, since the Superintendents of the Boarding-houses of Agra and "Bareilly are provided with houses in which they live with their families, I beg to be "allowed to say that I have not had the same advantage ever since I left Raja Sivalall "Dube's garden. In the new Boarding-house, excepting one large room which is in-"tended for the Superintendent simply to sit in and hear his class, but which is now "used in a variety of ways—*viz.*, as a class-room, sleeping-room, dining-room, &c.—I have "no place in which I can have my food cooked, so that I may continually live on the "spot, and avoid the vast deal of inconvenience to which I am daily put by having to "run to my house in the city to take my meal. I think the time thus lost can be "turned to a better account if a small suitable house, even of mud, can be built up "within the premises of the institution for me.

Gardening.

34. "I have long been endeavouring to create a desire in the boarders for garden-"ing, and, finding some of them inclined to it, I lost no time in commenc-"ing it with a small flower-garden. An intimation of this was given to "you when I requested you to spare the Head College Gardener for an hour or so to "come to the Boarding-house to superintend its gardening operations. Many of the "boarders are quite delighted: they say that next year they hope to be able to com-"pete with the Wards in producing their dalees before gentlemen on the Flower Show "day in the College.

Athletic sports and introduction of English games.

35. "I have said above that the boarders re-occupied the new Boarding-house, "after its repair, on the 20th September. I then asked them to "take up English games. They regrettingly said in reply that, "as they had been a little interrupted before, they could not "afford time to attend to anything else except the revision of their past lessons, in "which they were to be shortly after examined. I, of course, could not use force in "this respect, but, in compliance with their request when postponing the introduction "of the game of cricket and some other English sports till the 1st February, 1866, and "suspending their gymnastic and athletic sports they had been practising since last year, "I again explained to them the advantages of recreation in the shape of play and gym-

" nastic exercises to those engaged in literary pursuits. I have hopes to be able to " report more favourably on this subject next year. Some of the advanced boarders seem " to be very fond of wrestling. They lately applied to me to entertain the services of a " wrestler for them. I am sorry I was obliged to decline their request simply for want " of money, though I must say no expense has been spared to provide them with a good " akhara, together with Indian club-bells, or mugdurs, layzims, gadkas, and other kinds " of native gymnastic apparatus required for them.

Promotions.

36. "I think I shall not be considered intrusive if I submit for your considera- " tion the important point about the promotions of these boarders, " by stating that, since most of them consist of hard-working " students, they invariably urged me to try to get them double promotions whilst they " are in the classes of the lower school under my charge. As there appears to me no- " thing objectionable to their laudable request, I beg to recommend it, and the result " will, I am taught by experience to hope, be favourable. If this suggestion be ap- " proved of, you have only to direct the Superintendent to furnish you, after the " Annual and Half-yearly Examinations, with a list of such boarders as really deserve " the indulgence thus solicited.

The assistance given by the Superintendent to the boarders in their studies.

37. " So long as the number of boarders was small, I afforded them as much aid " as I could in their studies; but now their rapid increase makes " this task too heavy for one single man to go through it. " Hence I propose in future to attend, with your permission, " more to the beginners, who most need my assistance,—taking due care at the same " time that the utility of the practice of mutual assistance under my personal superin- " tendence is not lost sight of. Before proceeding further with this Report, I must " not omit to state that several of these boarders have for their pupils many junior boys " of our College, who visit the Boarding-house every morning and evening to get " their lessons explained. I would beg leave to observe here that this circumstance has " much interested me.

The propriety of attaching a small Library to the Boarding-house.

38. " My object of having a small Library attached to the Boarding-house has " for the present been frustrated, for I could not save a far- " thing from the contingent charges, on account of repairs and " improvements made in the Boarding-house.

Discipline and conduct of the boarders.

39. " Learning, unaccompanied by moral and truthful conduct, is nothing more " than a razor in the hand of a monkey, that would make it " more an instrument of doing mischief both to himself and " others, is a lesson that has been well impressed on the minds of these boarders, with a " view to make them good, moral, and useful members of society. I am happy I am " again able to report favourably of the conduct of all the boarders under my care, hav- " ing had no instance of any moral delinquency whatever during the year.

Health.

40. " As this blessing is of paramount importance, I have used my best endeavours " to make the boarders healthy; but I am sorry that, in spite of " all my efforts about cleanliness, &c., I have not been able to " check the progress of the loathsome disease, the itches, which has since some months " been the prevailing sickness in the city, and from which many of the boarders have " already much suffered and are still suffering. To prevent its further progress, it has " been thought advisable to separate the sick from the healthy ones. The local Sub-Assistant Surgeon, Babu Kalinath Mozoomdar, is also of this opinion.

Pecuniary difficulties of the Boarding-house.

41. " Before the removal of the boarders into the new building, any money that " was saved out of contingent charges after paying the esta- " blishment was spent on the purchase of things necessary for " the comfort of the boarders. The case is now otherwise: the repairs and improve-

"ments in the house every month required something or other, so very little money "could be saved to enable me to buy boxes, desks, stools, tat for pardas, a few chairs "and a table for the room of the Superintendent (who has hitherto been using his "own), a few copies of Baboo Muthura Prasad's Dictionary, and other furniture which "the Boarding-house actually stands in need of.

Grant of one Scholarship by His Highness the Maharaja of Benares.

42. "His Highness the Maharaja of Benares has been pleased to award a monthly "Scholarship of Rs. 3 to one of the boarders, named Madho "Prasad. My best thanks are due to His Highness for this "particular mark of kindness to the institution.

Medical aid given by Babu Kalinath and Moulvi Badrudin.

43. "I am much indebted to the two gentlemen whose "names are given in the margin for the medical aid again "rendered by them to the institution.

"I cannot bring this Report to a close without sufficiently thanking my esteemed "friend Baboo Sivaprasad, the Joint Inspector, for the uncommonly great interest he "continues to evince in the prosperity of the institution.

"The Statement marked A., showing the names of the boarders, the districts they "have come from, and the classes they are in at present, is herewith forwarded."

44. The minuteness of detail which characterizes the above Report must be my apology for its introduction. The Superintendent has every possible encouragement from the Principal and the Joint Inspector, and the deficiencies in the matter of room and furniture complained of will gradually disappear. To place a limit to the number of admissions does not suggest itself to the Superintendent apparently as a remedy against crowding and unhealthiness; and the attention of the Principal has been drawn to this point.

I may add that the system of providing residence under supervision for students from a distance approves itself to the native mind day by day. There are twelve boarders at the Moradabad Anglo-Vernacular School, and a considerable number at other schools in sudder Stations, such as Aligurh, Muzuffurnuggur, &c. At none of such places, however, is the benefit derived equal to what is received by boarders at the Colleges, where European influences and supervision place the arrangements for diet, exercise, &c., on a really wholesome footing.

SECTION IV.—SCHOOLS.

45. The annexed table shows with approximate accuracy the particulars of attendance and expense:—

Description of School.	No.	No. on the Rolls, 1865-66.	Average daily attendance.	Expenditure. Imperial.	Expenditure. Local.
Schools of the Higher Class, ...	5	1,545.8	1,416·67	1,08,983 0 2	8,892 6 5
Ditto Middle "	2	321	321	4,758 11 10	1,628 13 7
Lower, Tahsili, ...	263	19,939	17'480·31	55,875 3 10	26,501 13 10
Lower, Halqabundi, ...	3,097	93,637	81'200·16	62,203 4 9	1,73,153 11 0
Female Schools, ...	407	9,269	7,673	20,698 13 1	7,377 9 4
Normal Schools, ...	8	455	436· 2	38,077 9 2	7,625 7 2
Total, ...	3,872	1,25,166·8	1,08,627·34	2,90,596 10 10	2,25,179 13 4

It is to be remarked that, as before, the schools of the higher class are those which educate up to the standard of the Calcutta University Entrance Examination. They are the School Departments of the Agra, Bareilly, and Benares Colleges, and of the Ajmere School and the Etawah School.

The number of schools of the middle class is this year reduced by the transference of the Anglo-Vernacular Schools to the list of Aided Schools (*vide* para. 58).

46. The condition of the School Departments of the Colleges has come under notice above in the Reports of the Principals; and the two upper classes of them, as well as of the Ajmere and Etawah Schools, passed the General Examination in December, and receive special notice in the Circular Letter of Appendix A.

The Ajmere School.

47. The usefulness of this School is considerable, and the steady improvement which has characterised its progress is highly creditable to the judgment and management of the Superintendent. It is, however, held in a building quite inadequate under the circumstances, and one which, not being originally designed for scholastic purposes, is ill adapted for a proper arrangement of classes and teachers. The matter is very strongly urged by the Superintendent in his Report for 1865, and the erection of a suitable building will be made the subject of a separate communication.

48. Mr. Goulding's summary of progress for the year under report is as follows :—

"The period under review presents a few features particularly noteworthy. The "increase of our pupils from a total of 186 at the commencement of the year to 223 "at its termination, under a discipline more rigorous than that of the preceding sea-"son; the appeals of parents for the infliction of any punishment short of expulsion "from the school for truancy or confirmed idleness in their children, and their frequently "waiting to see it inflicted; their evident rejection of the claims of custom in their "ready submission to the decision of the Superintendent with reference to leave "of absence; the accession of a more respectable class of children; the acceptance by "our advanced pupils of office under Government in parts of the country remote from "the place of their birth; and the increasing enthusiasm with which English games "have been played,—are all significant facts, and indicate clearly that light more largely "permeates the native mind. In illustration of the popularity of English games, I "may here mention that early in the season four clubs, numbering each twenty-two "members, were formed, who subscribed an aggregate sum of Rs. 65 for the purchase "of bats and balls; and the performance on the field of many of the players is very "creditable to them."

49. I mentioned in my last Report that three teachers had left the Ajmere School for promotion in Behar. The following remarks show the ill effects likely to be felt by a continual drain of this character on the tuitional resources of a School isolated as this is:—"I cannot but view the deterioration in our staff with the "most serious apprehensions for the future of the school. Not only have our most effi-"cient men been drawn away elsewhere by higher prospects of advancement than these "districts can hold forth; but the same inducements have operated upon our most pro-"mising scholars, three of whom, comprising the whole College Class II. Division, left "together for appointments in Bengal. The source whence our staff has hitherto been "recruited is thus cut off."—(*Superintendent's Report for* 1865.)

50. The Director of Public Instruction for Bengal has but recently cancelled at my request the appointment of another of the Ajmere School teachers to Behar, on the grounds of inconvenience to the public service. The appointment was desired, as in former cases, by Mr. Fallon, Inspector of Schools in Behar, and formerly Superintendent of the Ajmere School. This gentleman has been recommended in future to apply for men to the Principals of Colleges, who can more easily supply vacancies in establishment than the head of a distant and isolated school like Ajmere.

51. I extract the following remarks on the improved state of the attendance from the Superintendent's Report :—

" The effects of the strict application of the attendance rules is visible in the per-
" centage of attendance, which was for the year 93·2. The enhanced number on the
" rolls on December 31st, as compared with the last day of 1864, has been already
" referred to.

" The following extract from the 6th Annual Report of the Ajmere Government
" School for the year 1856 refers to the desultory attendance which long prevailed in
" our Educational Institutions, and paralized the labours of the teachers. The Superin-
" tendent remarks,—' At the termination of the Session the number of pupils borne
" ' on the roll of the School amounted to 256. Upwards of 56 boys, though enrolled
" ' in the catalogue of attendance, had not been within the walls of the institution du-
" ' ring a period varying from four to ten months. According to what appears to have
" ' been the prevailing custom in this school, these non-effective pupils were injudici-
" ' ously permitted to swell the gross numerical attendance of boys borne upon the re-
" ' gister until the close of the year.' It is unnecessary to say that the practice has long
" ceased. On December 16th, the last working day of the year, of a total of 223 on
" the rolls, 219 were present, three sick, and one absent from another cause."

Hume's High School, Etawah.

52. This year three students have passed the Entrance Examination of the Calcutta University. Its professed character as a High School, according the technical definition of capability of educating up to the Calcutta University Entrance Standard, has therefore been made good. With the general management and progress of this school I am entirely satisfied. The Inspector, 2nd Circle, remarks as follows in the next paras :—

53. " The steady progress of this popular institution in instruction and discip-
" line, and in the development of higher degrees and forms of utility, is very gratify-
" ing, and reflects great credit on the unwearied industry and skilful management
" of Mr. D'Mello, the Head Master. At the time of my visit, nearly 500 persons were
" receiving the benefit of more or less of instruction from this school. The first class
" students were preparing for the EntranceExamination of theCalcutta University (three
" of these have since passed), and were to be succeeded by a very promising second class
" of 10 boys. The study of Arabic and Persian had been added to the Oriental Depart-
" ment, and not only a normal class of about 40 pupil teachers and a Boarding-house
" with 17 resident scholars were attached to the school, but an evening class for Put-
" warrees, in which were upwards of 120 men, and a morning class for the Umlah of the
" station, in which 16 lads were learning arithmetic according to the English notation
" and figures. Arrangements were also in progress for a branch or preparatory school, and
" a cricket club had been formed, which, I believe, was carried on with considerable spirit.
" These advances, however, and the orderly propriety and earnestness with which the
" whole is conducted, must not be allowed to mask some not inconsiderable defects
" which a closer scrutiny detected in the teaching of several classes and subjects.

54. " In the English Department the first and second classes, under the Head
" Master and his First Assistant, have already been referred to with approval; the third
" class was found also very fairly and equally instructed; the sixth, too, was much above
" the average, but several of the others were rather below it: fewest were passable in
" the seventh and ninth classes. In reading, the pronunciation was generally good, but
" many in the middle and lower classes failed to give exact vernacular equivalents for
" English terms, or to understand sufficiently well what they read. The writing from
" dictation, too, though in general fair, was in too many instances defective in spelling
" The arithmetic of all the classes was considerably improved in correctness since last
" year; but, except in the three upper, instruction in geography being chiefly by the
" text-book, the want of a practical and sufficient acquaintance with the maps was still
" a great defect.

" It is hoped that in another year inferiority in this study will no longer be permit-
" ted to exist, and that a thorough knowledge of the prescribed maps, to which the up-
" per classes ought to add also some acquaintance with the globes and the solar sys-
" tem, may be as conspicuous as it ought to be in a High School.

55. " The Oriental Department consists of ten classes in Urdu, corresponding
" to those in English; five classes in Hindi (besides two classes of Normal students),
" four Persian, and two Arabic classes. As proficiency in Urdu was partly tested by
" translation from English, it was not deemed necessary to engage personally in much
" further investigation regarding it. Passages, however, were given to the upper
" classes in Hindi, Urdu, and Persian from the last year's Entrance Course to translate
" into English, which they accomplished with but indifferent success, and at my direc-
" tion the Deputy Inspector, Mohommed Moosa, afterwards examined the second, third,
" fourth, and fifth classes in Urdu and Persian. He reported that,—' the grammar of
" ' those languages was well known, but that the dictation or writing was faulty, both
" ' spelling and in form; that many could not write two sentences correctly, nor under-
" ' stand the passages read in their class-book.' The Hindi classes were more minutely
" examined by myself, and, on the whole, though there is some improvement since last
" year, there is still a want of sufficient attention to neat writing, correct dictation, and
" a proper acquaintance with maps. In several classes arithmetic is also deficient.
" The Arabic students are but beginners: they consist of the second and third English
" classes; the former have gone over the "Surf" and "Naho Meer," the latter read
" " Meezan" and "Munsheib." Both seem on the whole promising, and the upper
" class will endeavour to pass in Arabic at the next Entrance Examination.

56. " While recording the defects of this on the whole excellent institution,
" it would be great injustice to overlook the merits of its present condition: the strug-
" gles and exertions involved—with an imperfect staff, a prejudiced population, and half
" precarious support—in raising it from a poorly-taught school of 150 boys, to rank
" with the higher schools of these Provinces.

" It is conducted by fewer teachers, and at less expense than any of its size and
" *effective* pretensions—at least in this Circle—and it has shown the way and held out
" the model of what Tahsili Anglo-Vernacular Schools might become at almost every
" station were the Collectors as patronizing as Mr. Hume, and the Head Masters as
" diligent as Mr. D'Mello. For further particulars I have to refer to the latter's satis-
" factory Report; and very earnestly to recommend as therein requested,—(1) an in-
" crease to the staff of teachers in both Departments; (2) affiliation of the institution
" to the Calcutta University; and (3) the same privileges granted to it as are given
" to the Ajmere and other College Schools."

57. The recommendations noted by the Inspector are under consideration, and it has been pointed out that all propositions for increase of Establishment must be limited by a close reference to the proposed objects and aim of a high school, in the technical sense mentioned in paragraph 52, above.

58. *Schools of the Middle Class.*—In the Schedule registered in paragraph 45, above, the number of these schools is entered as two only. Last year they were counted as forty-three. The reason of this reduction is that forty-one of this number, with six added, are now reckoned under the head of *Aided* Schools. These Aided Anglo-Vernacular Schools have resulted from the voluntary exertions of the people, whose respective subscriptions are supplemented by monthly grants from the Government. They differ from other aided schools in this particular,—that their management, as well as inspection, is in the hands of Government. They are none the less *aided* schools in a strict sense, and the grants are therefore charged to the head "Grants-in-aid." The forty-seven schools thus designated will be reported upon under Section V., below.

59. It may be observed in this place that a proposition has been submitted to the Government for the establishment of a complete system of Middle Class Schools, under the designation of *Zillah Schools*. These are intended to be placed at the *sudder* stations in each district, and will supersede the present Aided Anglo-Vernacular Schools at such places. They have been estimated for in three scales of establishment, *viz.*, the 1st Grade at Rs. 600, the 2nd at Rs. 400, and the 3rd at Rs. 200.

60. The two schools entered in the Schedule of para. 45 are those of Aligurh and Shahjahanpore, on establishments of Rs. 200.

The Inspector reports on each of these in the following terms :—

"*Aligurh Anglo-Vernacular School.*—This school continues to prosper, and only "better accommodation and an increased staff of teachers are required to make it a "good High School. With a view to supplying better accommodation, enquiries are "being made regarding a Government building in the city known as the 'Opium "Godown,' in the hope that it may be obtained by transfer ;* and an appeal has been "made to the Municipal Committee of Aligurh for the means of appointing additional "teachers.†

"The number of scholars has increased from 179 to 201, and the senior classes "are well filled. The first class is in two divisions, the first of which reads the Cal-"cutta University Entrance Course for 1867.

"The school was examined in July by Mr. Pearson, and in November by Mr. "Constable. Both gave on the whole a favourable account of the classes; and Mr. "Patterson, Assistant Magistrate, on visiting the school in January last, wrote,— "'I heard the first class read Parnell's Hermit. They were all able to do so flu-"'ently, and also to explain the meaning of the words and ideas. I gave them a pas-"'sage from Gulistan to translate into English. Two or three boys translated the "'passage into most idiomatic English, while the rest were able to give the meaning "'pretty well, though not so idiomatically. When addressed in English, all under-"'stood what was said, and gave intelligible answers.'

61. "A further evidence of the good quality of the instruction here given may be "found in the fact that 11 boys have this year passed on to the Agra College, where "the majority were placed in the third school class, and that 12 others have obtained "situations on salaries averaging Rs. 16 a month.

"Temporary accommodation for five boarders has been provided by the Head "Master, suitable premises for a boarding-house not having yet been found.

62. "*Shahjahanpore Anglo-Vernacular School.*—Towards the close of 1865, "Moonshi Azmat Ulla, who had worked long and well in the Shahjahanpore District, "first as Deputy Inspector and latterly as Head Master of this school, was promoted to "a Mastership in the Bareilly College; and after a short interval, in which the Second "Master, Bhawani Pershad, held charge of the school, Moonshi Balkishen was ap-"pointed as his successor.

"This change in the management, perhaps, in some degree—but in a greater, "probably, the opening of a free school in the centre of the city by the Municipal "Committee for Sanskrit, Arabic, and English—has caused a diminution in the num-"ber of scholars.

"The school was examined by Mr. Constable in September, and again in Feb-"ruary. On both occasions the classes are noticed as having done very fairly. Four "young men from the school have this year obtained employment on salaries "ranging 20 to 30 Rs. a month, three of them in the Postal Department and one

* Since writing the above I have been informed that the building in question has been made over to the Telegraph Department.

† A subscription has been raised, and a European Head Master will be appointed.

"in the Collector's Office. Four boys have entered the Bareilly College. In a "house rented for the purpose nine boarders reside under the care of the Head "Master.

SCHOOLS OF THE LOWER CLASS.

63.—These are Tahsili and Halqabandi. With respect to the former, I have recently* considered the propriety of curtailing the number of schools to correspond with the number of Revenue Tahsils, these latter having been reducedfrom time to time. Under present circumstances the sanctioned number of Tahsili Schools in the three large Circles is 202, being 30 in excess of the number of Revenue Tahsils; and the distribution of the existing schools through the various Circles, as compared with the number of Tahsils, is shown in the marginal table. The reduction will be more than compensated by the grant by the Government of increased aid in the maintenance of English Schools at the sudder station of each district, a matter which has been advocated in the letter above-quoted. It was also pointed out (para. 9) that, although the number of schools would correspond to the number of Tahsils, it was not desired that the school should be held without exception in the Tahsil town, and then instances of Iglas, Momànà, Bhartna, etc., were quoted as examples of Tahsils not placed at the largest town in the pergunnah.

* Letter No. 2430, dated 13th April, 1866.

	Tahsils.	Existing Schools.
I. Circle,	56	64
II. "	63	79
III. "	53	59
	172	202

64. The Lower Schools in the 1st Circle are as follow:—

1.—*Tahsili Schools.*—The Inspector reports:—

"The following table will show the number of schools of this description, with the "scholars on the rolls at the end of the year, the increase in numbers, and average "attendance:—

DISTRICT.	In 1864-65.		In 1865-66.		Increase or decrease.	Average daily attendance.
	Schools.	Scholars.	Schools.	Scholars.		
Aligurh, ...	8	1,176	8	1,293	+ 117	1,190
Bulundshahr, ...	4	839	4	850	+ 11	828
Meerutt, ...	6	598	7	859	+ 261	700
Mozuffurnugur, ...	5	558	5	593	+ 35	574
Seharunpore, ...	6	580	6	727	+ 147	608
Dehra Doon, ...	3	89	3	128	+ 39	110
Bareilly, ...	9	621	9	824	+ 203	711
Bijnour, ...	5	342	5	344	+ 2	327
Budaon, ...	5	485	5	468	− 17	475
Moradabad, ...	7	887	7	1,132	+ 245	1,010
Shahjahanpore, ...	5	514	5	661	+ 147	593
TOTAL, ...	63	6,689	64	7,879	+1,190	7,126

"The increase of number is due in some degree to improvement in Branch Schools. "Last year Government aid for these Branch Schools in the shape of assistant teachers "was sought. The proposal was not sanctioned in that form, but an additional teacher "was granted wherever the Tahsili had become an Anglo-Vernacular School. This con-"cession, together with some aid from the Halqabandi Fund, has sufficed for maintain-"ing in operation throughout the year the Branch Schools before established. Satisfac-"tory progress in instruction has been made, and great credit is due both to Deputy "Inspectors and teachers, where English Schools have been opened, for keeping the "upper classes of the Tahsili Schools well filled."

"65. 2.—*Halqabandi Schools.*—"In Bulundshahr, Meerutt, Mozuffernugur, Sa-"harunpore, Budaon, and Shahjahanpore, the School Cess is levied throughout the dis-"trict. Aligurh is as yet only partially cessed, and there are still consequently more

" than 30 villages, with populations varying from 1,500 to 6,000, in which schools can-
" not be opened; but every year new subscribers are added to the list. Bareilly now,
" for the first time since the Mutiny year, has Halqabandi schools, the Pergunnah of
" Puranpur having been transferred to it from the Shahjahanpore District. In Mora-
" dabad, only the Kham Tehseel of Thakoordwara remains without schools, and here
" the Collector, Mr. Manderson, is making arrangement for their establishment.

66. " There can be no doubt that these schools have now taken deep root. The
" difficulty no longer is to persuade the zemindars to allow a school to be opened in their
" village, but to select as localities for the number of schools that can be afforded villages
" the residents of which manifest the greatest desire for instruction, and where the
" greatest amount of good is likely to be effected. No inconsiderable portion of the In-
" spector's time while on tour is now occupied in listening to the petitions of zamindars
" for new schools, or for the restoration of schools which for some reason have been
" withdrawn.

67. " The number of schools and scholars is here given :—

	In 1864-65.		In 1865-66.		Increase or Decrease.		Average daily Attendance.
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	
Aligurh, ...	80	2,549	95	3,132	× 15	+ 583	2,846
Bulundshahr, ...	115	3,981	120	4,298	+ 5	+ 317	4,058
Meerutt, ...	140	4,495	135	4,361	— 5	— 134	3,697
Mozuffernuggur, ...	113	3,489	107	3,483	— 6	— 6	3,467
Saharunpore, ...	98	2,796	100	3,169	+ 2	+ 373	2,912
Dehra Doon, ...	3	71	3	90	...	+ 19	83
Bareilly, ...	...	...	7	126	+ 7	+ 126	94
Budaon, ...	99	2,699	91	2,607	— 8	— 92	2,571
Moradabad, ...	59	2,001	66	2,314	+ 7	+ 313	1,908
Shanjahanpore, ...	123	3,457	109	3,204	— 14	— 253	3,029
Total, ...	830	25,538	833	26,784	+ 3	+1,246	24,665

" The number of schools remains about the same as it was last year; the number
" of scholars has increased by 1,246, raising the average per school to 32 for the whole
" Circle.

" The following table will give a tolerably correct idea of the condition as to in-
" struction of the schools of each district :—

District.	No. of Scholars in each Class in 1864-65.					No. of Scholars in each Class in 1865-66.				
	4.	3.	2.	1.	Total.	4.	3.	2.	1.	Total.
Aligurh, ...	134	282	498	1,635	2,549	155	332	689	1,956	3,132
Bulundshahr, ...	451	597	958	1,975	3,981	396	607	1,052	2,243	4,298
Meerutt, ...	193	416	804	3,082	4,495	194	412	837	2,918	4,361
Mozuffernugur, ...	147	397	875	2,070	3,489	161	403	809	2,110	3,483
Saharunpore, ...	164	403	776	1,453	2,796	175	348	788	1,858	3,169
Dehra Doon, ...	2	1	19	49	71	...	10	22	58	90
Bareilly, ...	...	...	...	...	...	...	5	26	95	126
Budaon, ...	100	376	609	1,614	2,699	89	293	556	1,669	2,607
Moradabad, ...	89	189	587	1,136	2,001	62	238	595	1,419	2,314
Shahjahanpore, ...	129	406	741	2,181	3,457	136	396	739	1,933	3,204
Total, ...	1,409	3,067	5,867	15,195	25,538	1,368	3,044	6,113	16,259	26,784

" About 80 per cent. of the numbers on the rolls, or upward of 20,000 boys, appeared
" before the Inspecting Officers in the course of their cold weather tour. The results
" of their examinations showed that a fair amount of work had been done, and that pro-
" gress had been made."

Lower Schools, II. Circle.

69. 1.—*Tahsili Schools*, which may be considered under two sections, *viz.*,—Tahsili Schools where an English class has been established, and the ordinary Vernacular Schools; but, as the majority of the English teacherships are paid from the Grant-in-aid Funds, I enumerate here only those Schools at which an English class is maintained without any cost to the Government, *viz.*,—Tajgunj, Farozabad, and Etmadpore, in the Agra District, and Kásgunge, in the Etah District. The number of boys examined at these four Tahsils was 148. I examined three of the schools myself, being anxious to ascertain the nature of their claims to Government aid, and am satisfied with the results.

70. With reference to the spread of this kind of English School, the Inspector speaks of the whole number, when regarded as aided by the Government or not, inclusively, when he reports,—" The number of English Schools has thus increased but " slightly since last year; but the pupils attending them, and the state of their instruc- " tion, are very considerably greater. There are in all 1,501, instead of 639, or more " than double 1864-65. The instruction of 3 schools is good, and of 13 fair; 20 have " decidedly improved, and 8 slightly, during the year. In several places those who " study English form a majority of the Tahsili Schools, and at sudder stations, where " this is nearly the case, they have been made strictly Anglo-Vernacular institutions, " by prohibiting any future admissions of those who do not at once consent to learn " English, and sending them to a branch Halkabandi School in the neighbourhood— " thus gradually creating a class of provincial High Schools or 'Gymnasia,' to raise " and model the common education of the district, and be the nurseries of the greater " Colleges at Agra and elsewhere."

71. Want of funds is the reason urged by the Inspector for a slower progress in this direction. The propositions for the establishment of a good Zillah School at all sudder stations, which are now before the Government, embody the supply of the want which exists, and will more than meet the Inspector's wishes to promote an improved style of English education in the Districts.

72. The attendance and results of the year's examinations are succinctly given by Dr. Anderson in the accompanying table. I remark that the prizes given include those given to English Scholars. Deducting these out of 5,058 Vernacular scholars, 3,321,—*i. e.*, more than 65 per cent.—receive prizes in one subject or other.

This table, with the Inspector's comments thereon, is given here :—

Name of Tahsil.	No. of Tahsili Schools.	Pupils on the Register.	Present at Examination.	No. of Schools not examined.	Number of pupils in each class.							No of prizes obtained in each class							Total number of Prizes.
					1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Agra, ...	9	683	618	...	6	20	38	53	89	156	256	37½	57	49½	37½	129½	87½	55	453½
Muttra, ...	9	916	845	...	26	36	39	65	117	170	392	22½	21	27	73	113½	68½	65	390½
Mynpoorie, ...	6	741	698	...	5	18	33	37	101	168	336	10	14	17	9	90½	55½	53½	249½
Etah, ...	4	518	484	...	2	9	15	50	82	85	241	4	13	16½	46	92	53	56½	281
Furruckabad, ...	8	928	855	...	7	19	47	71	119	127	465	15½	33	34	62½	153½	80	93½	472
Etawah, ...	6	548	499	...	2	12	28	41	63	86	267	3	6½	20½	18½	55½	26½	30½	161
Cawnpore, ...	11	1063	943	...	9	22	38	65	138	199	472	24	54	90	127	171	109	181	756
Hameerpore, ...	8	450	340	...	...	4	13	26	56	74	167	...	10	29	41	29	29	38	176
Jalaun, ...	5	312	287	...	...	2	5	21	43	56	160	...	11	12	22	48	25	60	178
Jhansie, ...	8	546	479	...	..	7	12	21	80	104	255	...	10	28	38	100	62	101	339
Lallutpore, ...	5	254	228	...	8	4	15	14	41	49	97	12	11	28	25	36	24	39	175
Total, ...	79	6,950	6,276	...	65	153	283	464	929	1,274	3,108	128½	240½	351½	499½	1018½	620	773	3,631½

73. "On comparing this table with last year's summary, it will be seen (1) that "in the total results the proportion of the three lower classes to the four upper is in-"creasing, though there were 90 more pupils enrolled and 607 more present at exami-"nation than in 1864-65; (2) that the number of the higher class pupils does not "increase, but rather diminishes,—the 1st classes however having doubled their num-"bers; (3) that the general proficiency in instruction remains nearly the same, 3,611 "prizes being given last year and 3,631 in this. The knowledge of puhara, bazar "accounts, and arithmetic are somewhat inferior; elementary writing, surveying, and "history somewhat better; algebra and geometry not so good; the latter however "was not so frequently tested, but only when the progress admitted of easy questions "being set on the problems gone over. A declension of proficiency in the state of the "upper classes, beginning with the 4th, seemed to me to have generally taken place. "The totals however of column No. 7 do not warrant throughout this conclusion, "and I have no confidence in impressions that are not supported by figures. As a whole, "these schools are but slightly improved since last year. The same number (33) are "decidedly better; 20 are slightly improved, instead of 8; and 11 only, instead of 23, "have fallen off.

74. "A closer examination will show that the Tahsili Schools of Cawnpore still take "the lead in numbers, and on the whole in passable scholars, and that Furruckabad, Agra, "and Muttra are next in order; but Cawnpore has the advantage of having 11 schools "with 1,063 scholars, being 3 more schools than the first, and 2 more than either "of the latter, with a proportionately greater number of pupils. The schools in Hamir-"pore and Jaloun seem every way in a low condition."

Halqabandi Schools (II. Circle).

75. The annexed table is furnished by Dr. Anderson of the Halqabandi Schools in the Agra Circle. It will be seen that every school has been examined by himself and his Assistant this year:—

Name of Zillah.	No. of Halqabandi Schools.	Pupils on the Register.	Present at Examination.	No. of Schools not examined.	Number in each Class.				Number of Prizes obtained in each Class.				Total number of Prizes obtained.
					1	2	3	4	1	2	3	4	
Agra, ...	178	4,933	3,828	...	2,482	946	317	83	495½	958½	256½	100½	1,811
Muttra, ...	169	3,591	2,860	...	1,785	781	270	24	266½	667½	178	19½	1,131½
Mynpoory, ...	129	3,520	2,954	...	2,117	644	164	29	307	418½	72½	20½	818½
Etah, ...	89	2,716	2,394	...	1,810	476	99	9	389½	418	38½	7	853
Furruckabad,...	48	2,114	1,762	...	1,282	296	139	45	211	256½	78	23½	569
Etawah, ...	133	3,531	2,437	...	1,452	708	249	28	183½	324	70	12½	590
Cawnpore, ...	110	3,224	2,561	...	1,796	516	217	32	501	398	249	40	1,188
Hamirpore, ...	60	1,584	1,138	...	771	250	115	2	257	129	58	4	448
Jaloun, ...	57	1,493	1,081	...	852	187	40	2	282	106	38	...	426
Jhansie, ...	78	2,258	1,717	...	1,362	308	47	...	484	254	54	...	792
Lullutpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total,	1,051	28,964	22,732	...	15,709	5,112	1,657	254	3,377	3,930	1,092½	227½	8,627

76. "On comparing these results with those of last year (see Return for 1864-"65, Table I.), it will be seen that as regards—

"(1) *Numbers and Attendance.*—Though there were ten more schools examined this "year than last, the whole number of pupils was less than formerly by 317; but subsequent "returns have made an increase of 40 schools, and 1,648 more pupils. In 1864-65, "75·5 per cent. of the attendance came for examination; in 1865-66, 78·4: this "would indicate perhaps a higher average general attendance. In accordance with a "tendency formerly noticed, the higher classes (3rd and 4th) have fallen off in numbers, "while the Lower Classes (1st and 2nd) have generally risen.

77. "(2) *Proficiency in Instruction.*— On the whole, the proficiency as indicated "by the number of prizes is less than before. High Class studies are low; and,

" except in elementary and copy-writing, there is also a slight falling off in the others. " The zillahs in which a falling off in the number of passable pupils is most conspi- " cuous are Agra, Cawnpore, Etawah and Hamirpore. But regrettible as this appa- " rent degeneracy may be, the statistics or figured facts by which it is ascertained are " inexorable, and cannot be explained away by any slightly higher standard of examina- " tion than before. The causes where ascertainable are elsewhere noted. It is not " however inconsistent with these observations to state what the table with equal " certainty shows : that the Schools as a whole have made progress ; while 268 had " fallen off last year, there were only 195 in this ; and that 448, instead of 342, are more " or less improved. This improvement has taken place chiefly in the zillahs of Etah, " Muttra, Mynpoory, Furruckabad, Cawnpore, and Jhansie.

78. " (3) *Discipline.*—Under discipline are comprehended,—the proper and cor- " rect state of the Registers ; the classification and ' humsùbùk' teaching of the pupils ; " their instruction according to the hidayats and the standard appointed for exami- " nation ; the possession of proper class-books ; and the cleanliness and order of the " scholars and the school-houses. In these respects, though there is on the whole " some improvement, there is still much to desiderate in Halqabandi Schools.

" An ill-written and spotted Register is now comparatively rare, but more atten- " tion is in too many instances given to this than to correctness and fidelity, and to " the care with which summation and averages are made before being signed by the " Deputy or Sub-Deputy Inspector. Unless in a very few instances, chiefly I believe " in Etawah and in Bundelcund, all pupils possess proper class-books, and are taught " together the same lessons in the same class. The cleanliness of their appearance is " also yearly better, but their quiet, orderly, and promptly obedient behaviour while " under examination has still to be improved ; and, though the school-houses are " almost universally reported by the Native Inspector to be clean and orderly, yet from " frequent observation I have found that this is but partially correct. A still " greater fault under the head of discipline is that the rules given for the subject and " extent of instruction are in many schools imperfectly followed,—he standard ap- " pointed for examination in arithmetic, or history, or geography being neglected, or " the proper book or map for the class being omitted. The frequent want of a suffi- " cient and ready supply at the Curator's Depôt is often an excuse ; but unless a " stricter exaction of obedience to these regulations be enforced it will still prove a " serious obstacle to progress.

79. " (4) Some advance has been made in supplying *appurtenance*, and general " instructions have been issued which it is hoped will soon place this important con- " dition of good instruction on a more satisfactory footing : there are still nearly 300 " schools where there is no ' fursh' for the pupils to sit upon, no duplicate class-books " for the teacher to consult, and no lock-up ' kothree' or box in which to place these " or other articles belonging to the school.

80. " (5) *School Buildings.*—More has been done this year to improve the " accommodation of Halqabandi Schools than for several years before. Column No. 14 " will show that about two-thirds of them are in a good or serviceable condition, and, " of the 142 that require repair and the 180 to be rebuilt, I believe that more than " half will be attended to before the rains. But while acknowledging with thanks that " representations from this office made to Collectors regarding such buildings meet " with more attention than formerly, I cannot but refer with regret to the unfortunate " work which took place in the Zillah of Agra by trusting the erection and repair " of school-houses so entirely to ' theikedars ' without providing the supervision or " check of the Tehsildars of the district or the zemindars of the mouzah, and, while " according the highest praise to the Collector of Etawah for the almost universally " good state of school buildings in his zillah, it is yet necessary to observe that their " very excellence becomes an obstacle to the discipline (which both the state of the

" Village Schools and of the Halqabandi Funds in that district urgently required), by " preventing their speedy removal or abolition. Arrangements, however, are being " made for withdrawing the schools from villages where attendance has hopelessly " decayed, or the zemindars have become utterly careless, without allowing the Go- " vernment rights in the property to be lost or impaired.

" One great hindrance to the erection of school-buildings in this Circle is the " low state of the funds, and the want of a separate agency to commence erection and " repairs in proper time; it is hoped however that, even with present means, by two years' " further perseverance every school will have a suitable place to meet in, and that suffi- " cient appurtenance will be provided for all classes of schools."

81. The schools in Bundelcund and Bánda are the worst in the North-Western Provinces, and their improvement is a slow process. The teachers are inferior men, and the distance of the districts from the Normal Schools accounts for the fact that a larger proportion have been hitherto without the benefit of some kind of training. It will perhaps be possible, when a High School is established at Cawnpore, to collect a Normal class there, which will be under the immediate supervision of the Assistant Inspector.

82. The low average pay of Halqabandi teachers throughout this Circle is one reason why, under present circumstances, no very marked improvement can be looked for after a certain average standard of excellence has been attained. This average is nearly Rs. 5, and, until the necessary expenditure on school-buildings and appurtenance—without which these schools are scarcely distinguishable from the old indigenous *páth-shálas*—has been effected, the rate must remain generally *in statu quo*. Dr. Anderson's plan of attaching certain grades of pay with character of the certificates gained at the Normal school, and then raising or diminishing the allowances after examination, is a good one. Complaints about pay are increasing, and "a good many teachers," says the Inspector, "have left for other employment, or for teacherships in Oude and the Central " Provinces, where it is higher." It will probably be necessary in a few years' time to reduce the number of schools, in order to raise the pay of the teachers; unless larger funds are created, such reduction would be followed by the rise of private hedge-schools of the old character, somewhat indeed modified by example, but very inefficient as agents for the diminution of popular ignorance in country villages.

Lower Schools, III. Circle.

83. (1). *Tahsili Schools.*—The sanctioned number of these schools in this Circle is 59, and the number of Tahsils is 53; but as seven of the Tahsili Schools have been converted into Anglo-Vernacular Schools, the Inspector reckons this year 52 Tahsili Schools only. These seven schools are supported partly by local subscription and partly by a grant-in-aid from the Government, and a separate report on each case has already been submitted (in original) for His Honor's information, with a recommendation for a continuance of the grant.

84. The Inspector satisfactorily reports as follows on the 52 Tahsili Schools above-mentioned:—"There are now 52 Tahsili Schools, instead of 53: one,—that of " Handia (Allahabad District),—being converted into an Anglo-Vernacular School. " There is an increase of 30 in the number of boys; and of the whole 3,467 boys, 1,830 " are agriculturists and 1,637 non-agriculturists.

" Five schools this year, as was the case last year, have not fewer than 100 boys " each,—namely, Rooteepore and Rusra in the Ghazeepore District, Khajua in the Fut- " tehpore, Burhulgunge in the Goruckpore, and Karari in the Allahabad District. Six " schools only have fewer than 40 boys,—namely, Bara and Mow in the Allahabad " District, Mow in Banda, Sakaldiha in Benares, and Kirakut and Shahgunj in Joun- " pore. The average has risen to 66·67 boys per school, from 64·85 of last year; and " the daily average attendance has risen to 77·56 per cent., from 76·05 of last year.

"Last year the total amount of fees collected in Tahsili and Anglo-Vernacular "Schools was Rs. 5,188-7-0. This year it is Rs. 5,190-9-2.

"The total cost of educating each pupil last year amounted to Rs. 5-11-7, and "to the Government Rs. 3-4-8. This year it has been reduced to Rs. 5-10-7, and "Rs. 2-14-6.

85. "As regards the progress the boys have made in learning, I think the marginal "table will suffice "to give you a fair "idea of their ac-"quirements. "There are this "year 72 boys in "the first class, "against 62 of last "year; or we may "take this year 847 "boys in the upper "four classes "against, 828 of the "same classes of last year."

	Districts.	Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Allahabad, ...	14	20	13	44	73	67	135	366
2	Azimgurh, ...	18	44	37	68	92	108	234	601
3	Banda, ...	4	13	20	44	57	151	139	428
4	Benares, ...	...	4	7	16	21	14	27	89
5	Bustee, ...	...	5	8	21	31	51	87	203
6	Futtehpore, ...	9	16	28	35	58	125	156	427
7	Ghazeepore, ...	16	21	33	41	56	101	158	426
8	Goruckpore, ...	5	9	30	51	61	81	157	394
9	Jounpore, ...	...	10	16	58	64	72	121	341
10	Mirzapore, ...	6	7	29	27	41	48	34	192
	Total, ...	72	149	221	405	554	818	1,248	3,467

86. (2) *Halqabandi Schools.*—The condition of these schools has been improved during the year, and it is satisfactory to find that the numbers of boys in the two upper classes have so largely increased, as mentioned in the following remarks by the Inspector.—"I observe that two portions of the district of Goruckpore recently divided "contain each a greater number of schools than any other single district. Last year "we counted 1,149 schools, and 33,366 boys. This year we have 1,131 schools and "36,711 boys, of whom 26,416 are agriculturists and 10,295 non-agriculturists. We "have been obliged to close 18 of these useful institutions to provide for the Normal "Schools as per G. O. No. 2736A., dated 15th October, 1865, and several more we "shall be forced to abolish in the coming year.

"The average of boys per school is this year 31·66, against 29·03 of last year. The "daily average attendance is reported this year to be 77·81. Last year it was 82·51; "but if we take only for Allahabad, Azimgurh, and Jounpore, three of the best Dis-"tricts of my Circle, it comes up to 91·28.

"The total annual cost of educating each pupil is Rs. 2-12-6, and to the Govern-"ment of only 7 pie. Last year it was Rs. 3-1-0½ and 5 pie.

87. A Progress Statement like that given for the Tahsili Schools is given here-"with, in the mar-"gin. There are "this year 127 boys "in the first class, "against 55 and "573 in the 2nd "class, against "391 of last "year."

	District.	Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Allahabad, ...	...	15	77	680	1,152	1,045	583	3,552
2	Azimgurh, ...	2	72	140	163	229	375	1,589	2,570
3	Banda, ...	...	11	107	605	832	1,188	1,601	4,344
4	Benares, ...	20	23	56	133	194	186	406	1,018
5	Bustee, ...	20	98	414	922	1,145	1,154	1,423	7,176
6	Futtehpore, ...	...	20	129	267	381	673	943	2,413
7	Ghazipore, ...	45	135	269	372	484	725	1,940	3,970
8	Goruckpore, ...	32	165	1,248	1,572	1,936	2,069	2,288	9,310
9	Jounpore, ...	8	29	121	334	432	540	842	2,306
10	Mirzapore, ...	...	5	60	255	378	569	785	2,052
	Total, ...	127	573	2,621	5,303	7,163	8,524	12,400	36,711

88. In connection with the state of the lower schools of this Circle, I may remark that, though the exact number of schools seen by His Honor while on tour is not recorded

by the Inspector, he regards the effect produced by His Honor's attention to the state of education along the line of march as highly beneficial, not only as regards the conviction carried to the minds of uneducated, and therefore hostile, Government officials that the Government is in earnest when it applies funds for education, but in the interest it has stirred up in the peasantry themselves.

89. The annexed Schedule exhibits the total number of Lower Schools in the three Circles :—

	Tahsili.		Halqabandi.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
I. Circle, ...	64	7,879	833	26,784	897	34,663
II. "	79	6,559	1,051	28,964	1,130	35,523
III. "	52	3,467	1,131	36,711	1,183	40,178
Total, ...	195	17,905	3,015	92,459	3,210	1,10,364

From this it will be seen that the average number of boys in a Tahsili School runs as high as 91, a very marked improvement on former years, and a circumstance which clearly shows the need of extra teaching power, as already proposed. The average number for Halqabandi Schools is 34, also a large increase.

Lower School in the Ajmere and Mhairwara Circle.

90. The character of the increased expenditure in this Circle is thus described by Mr. Goulding :—

"The measures adopted during the period under review for extending education "in these districts were of a more definite character than any before sanctioned, and "they will invest our work here with an appearance of earnestness of which it was de-"prived by the poverty of our means. An impulse has been given in the introduction "of an attractive scale of salaries, the erection of commodious school-houses, and the in-"stitution of scholarships,—which last, while they encourage the pupils to proceed to "Ajmere for an English education, will permit the appropriation of the village fees to "the employment of assistant teachers, whose services are much needed in some of the "overgrown schools."

91. The number of schools is eight more than last year, and I may observe that the average daily attendance is satisfactory,—*viz.*, 30 boys per school, to 34 on the rolls. The annexed list shows the schools with attendance. The thirteen schools under the Deputy Commissioner are reported by Mr. Goulding as containing a roll of 242 boys in all, but he cannot inform me of the average daily attendance.

Schools.	Rolls.	Average daily attendance.
Pushkar, ...	64	58
Gobindgurh, ...	50	36
Pisangun, ...	50	44
Bhounta, ...	31	31
Gethema, ...	25	25
Rajgurh, ...	32	24
Srinugger, ...	56	48
Ramsari, ...	33	29
Junea, ...	32	27
Bughera, ...	17	10
Deogaon, ...	30	30
Kekri, ...	47	39
Sawar, ...	44	44
Deolia, ...	20	19
Champaneri, ...	20	20
Bundanwara, ...	31	31
Jalea, ...	20	20
18 Karail, ...	15	15
Total, ...	617	550

The Inspector's account of his visits to the above Schools is given here in detail:—

92. "*Pushkar.*—Of 64 boys on the rolls of this school, 51, almost all Brahmins, "were present on the day of my visit. They have throughout the season continued to "meet in the building described in my last Annual Report as situated on the margin of "the lake, and, so far as the lower apartments are concerned, deficient in light and ven- "tilation. I was pleased with the order that reigned, and the pains the Pundit had been "at to provide the upper classes with benches to sit on, at his own expense.

"The third was the highest class, and consisted of four boys. A few pages of the Ra- "mayun were read and explained well. Their spelling was very good. Questions in Iti- "has Timirnasik were answered with much intelligence, but their knowledge of the "Bhugol Bhurt Khund was imperfect. Arithmetic to subtraction of fractions was a "complete failure. As soon as the funds of the school are relieved of all charges for "repairs, &c., the services of a trained assistant teacher will be engaged, for obviously "the duties are too heavy for one man. The class was well up in the Bhasha Chund- "rody.

"The fourth class comprised five boys, four of whom read and explained the Bidy- "ankur very satisfactorily, but their spelling was defective. As the Itihas Timirnasik "had been received late in the season, only 12 pages had been read, and in these the "boys acquitted themselves very well.

"The fifth class of eight boys read with a very clear pronunciation, and explained the "subject, Budhi Phaloday, generally well; but the book abounds with Persian words, which "the Pundit had not been able to explain clearly to the boys. Their spelling was good.

"The excellent spirit that prevailed in the sixth class of nine boys, and the sharpness "with which errors were detected and places taken was very gratifying. One of the "boys presented himself for examination with a face fearfully disfigured from the effects "of a fall he had had from the balcony of one of the buildings, and, though scarcely "able to articulate, would not be dissuaded from an effort to read. With this exception "they all read and understood the subject well.

"The seventh class consisted of 26 boys, in two divisions, who acquitted themselves "fairly.

93. "The Reverend Mr. Robson was kind enough to examine the school on De- "cember 1st, and entered the following remarks in the Visitors' Book :—'I examined "'the 3rd, 4th, 5th, and 6th classes in Natural History, History of India, and "'Geography. They answered very well in the first two subjects, but did not seem "'quite so well acquainted with the last. I was very well pleased with the appearance "'and arrangement of the school.'

94. "The Girls' School numbered 17 pupils, of whom 15 were examined by me, and "received small present of toys, sewing materials, &c., with the greatest glee, and with "every promise to continue their attendance. The number has since risen to 25, and "the entire management is in better hands. I have already solicited a small monthly "remuneration for the Mistress and her assistant teacher. A Mission School has been "established here, and numbers 50 pupils, five of whom are girls.

95. "*Gobindgurh.*—The Pundit here tried to impress me with his work by exhi- "biting a large attendance, but reference to his registers revealed the fact that, of the "59 boys present, many had only very recently been admitted. The examination they "passed established his inefficiency as a teacher, for many of the defects to which his "attention was directed last year had not received correction.

"The fifth containing seven boys, was the highest class. Some improvement in their "pronunciation was apparent, but the meanings of words, particularly Persian words, "had not been clearly explained. Questions on the map of the district were answered

" readily, but the arithmetic was decidedly bad; but three boys worked a sum in simple " multiplication correctly, and three only could write down 5,05,005."

The sixth class of five boys read and spelt well.

The seventh consisted of seven boys. Their pronunciation and explanation of the subject were both very imperfect.

96. Mr. Robson makes the following observations on the state of the School :— " We came before the school hour, and the boys had not all assembled when we left. " We examined the fifth class in the Budhi Phaloday and Map of the District: in the " former the boys answered well, but in the latter deficient. The sixth class was exa- " mined in the Bal Bodh, and made a good appearance." The deficienceis of the few remaining Pundits of the old school will be made fully apparent at the General Examination to be held in July, to which some already look forward with considerable apprehensions.

97. *Pisangun*—Of 64 boys on the rolls, all were present, but only 25 were old scholars. Two boys of this village attend the Ajmere School, as scholarship-holders, and one studies in the Normal class.

Only two boys composed the third class, and of them one, a tailor's son, displayed great intelligence, and a very earnest desire to join the Ajmere School. His father was prevailed on to send him there, and the progress he daily makes is very creditable. The examination they passed on the present occasion was very satisfactory; likewise the fourth class, with reference to which I find the remark "very good" entered opposite each subject of study in my Note-book.

The fifth class I considered no less deserving of praise. Pronunciation, explanation, and spelling were all good. The reduction of the Pundit's salary in the middle of the season from Rs. 12 to Rs. 10 proved of the utmost service, and to it I ascribe the subsequent improvement of the boys. The sixth and seventh classes acquitted themselves to my satisfaction also. At the conclusion of the day's work, which always terminated with a long address to the people, six boys advanced and asked, with an earnestness that left no doubt of the genuineness of the desire, to be allowed to attend the Ajmere School. One of the number could scarcely be persuaded that the matter rested entirely with his father, and was deeply affected on hearing the silly reason the latter urged for retaining him in Pisangun. I left the school with the deep conviction that a moiety of the pupils, comprising all the more intelligent, would follow me to Ajmere if the parents interposed no obstacles. But the immediate returns of such labour as the child is capable of performing influence some parents to his prejudice; while sordidness, or the hope that their children will work their way through the world as they themselves have done, is the source of apathy in others. Mr. Robson made the following remarks in the Visitors' Book :—" We called the schoolboys to our tent to-day, " and examined the 3rd, 4th, 5th, and 6th classes. We found them on the whole well " acquainted with the subjects of study, and we were pleased with the way in which the " boys read and answered questions, especially in geography;—48 boys were present."

98. *Bhounta.*—The school, which numbered 37 pupils, had been opened very recently, consequently little progress was visible. But the opportunity was taken to hold a long discourse with the people, to which they were very attentive and respectful listeners. The majority of the villagers are Rajpoots, and seem very anxious to educate their girls, of whom 15 attend now. I have hope of a much larger attendance as soon as means permit of their better accommodation.

99. *Srinugger.*—53 boys were present, of 55 on the rolls. Many of those that last year did the school so much credit had left, and the upper classes were miserably weak. The third contained only two boys, and the fourth but one, who has since joined the Ajmere School, where his progress has been most rapid. It is remarkable how

deeply impressed with the value of an education many of the very poorest of the village school pupils are; but in all such cases the parents are too indigent for any strenuous effort to extend their instruction. Shiksha Munjari was read and explained well, and the Bhasha Chandroday was very satisfactory; but arithmetic was a failure, the Pundit himself being unable to work a simple sum in fractions. The pronunciation of the boys of the fifth class, six in number, was defective, though they read well and understood the subject—Budhi Phaloday. Their spelling wes very good. Three boys answered well on the map of the district, and three very badly. The sixth class, of 12 boys, acquitted itself on the whole well.

The effort to help themselves that the inhabitants of this town have displayed has elsewhere been alluded to.

100. *Ramsari.*—This school, which contained 36 boys, of 39 on the rolls, was opened in the early part of October, and consequently little progress was visible. The few boys that read well had been students in the school that formerly existed here.

Junea.—This school was opened at the same time as that at Ramsur, and was much in the same condition; 29 boys were present, of 33 on the rolls. Mr. Robson visited the school in the middle of November, and remarked:—"Reading very well. The "school has been established only for about a month, and none of the classes were very "far advanced, but the Pundit seems to instruct the boys well, and to keep them in "good order."

101. *Bughera.*—Number on the rolls, 24; present, 23. The prevailing defect in the pupils here is their bad pronunciation,—while the Pundit, an old man, has not the energy to correct it. It is to the absence of this requisite, too, that the numbers have never risen above that already mentioned, though I am satisfied, from the spirit that prevails among the inhabitants, that a more efficient man could secure a larger attendance. The Pundit, since the school was examined, has been dismissed, and a better man substituted. The boys read fluently, understood the subjects, and were well up in the map of the district. I look, however, for larger results from the man now appointed, who did well at Pisangun.

102. *Kekri.*—Here, too, the prevailing defect is bad pronunciation, for which there is no excuse, as the Pundit is an ex-pupil of the Ajmere School, and his own utterance is clear. He has been obviously at no pains to correct that of his pupils, 50 of whom were present.

The fourth class consisted of three boys, who passed a very good examination in Itihas Timirnasik and Bhugol. Two did well in arithmetic. The fifth class, of eight boys, explained the subject of study well, spelt fairly, but failed in arithmetic, as only three worked sums in simple multiplication correctly. The sixth class of 13 boys did well. Mr. Robson was kind enough to examine the school closely and remark:—"Fourth class, three boys, Bidyankur, geography, arithmetic, and dictation: on the "whole their appearance was very good.

"Rugh Nath was best in giving the meaning and answering general questions, but "failed in other points. Phool Chund was first in dictation and arithmetic, and after "him came Krishna Lal, the last was best in Geography.

"Fifth class, eight boys. 'Reading and geography.' The reading was generally "not so good, but they seemed to understand the meaning. Madho Rao was first in "reading and worst in answering; Jowahir Lal was decidedly first in answering and in "geography.

"Sixth class, 13 boys. Reading very fair. Fifty-two boys in all were present. "The arrangement of the school seemed good, and the progress of the higher boys "satisfactory.

103. *Sawur.*—This school was re-opened on October 3rd. It now numbers 47 pupils, of whom 45 were found present. Little progress has yet been made. Mr. Robson remarked,—" The school has been established only a month, and none of the " boys are far advanced. The arrangement and order of the school seem good, and the " Pundit seems able to manage the boys."

Deolia.—The teacher here was a most unworthy man, and the small number of pupils testified to the fact: but 18 boys were present.

The fourth class consisted of three boys, who explained the portion of Bidyankur they had read pretty well, but two questions in Itihas Timirnasak were replied to without the smallest reflection. When, however, they had once a clue to the answer, they repeated half a page. This defect in teaching I have noticed to the same degree elsewhere.

Of five boys in the sixth class, three did pretty well. All the defects apparent in this school—the small number on the rolls, desultory attendance, and defective explanation of the subjects read—I ascribed to the teacher's incompetency. He has, however, been dismissed. An intelligent boy appealed against the hardship of having to travel daily from village to village with paltry commodities, and reproached his father, who was present, with the fatigue he was made to endure, when his time might be better employed at school. "Yes" said his brother, a remarkably sharp lad, eight years of age, " and as soon as I have learnt addition and subtraction he will remove me also."

104. *Rajgurh.*—This school was opened in the early part of October, and the progress the boys had since then made was satisfactory. 31 boys, of 34 on the rolls, were present. The Deputy Commissioner summoned them to his tents on a late visit to Rajgurh, and remarked,—" The boys of the school were examined in reading, and questioned as to the meaning of words. The school, I understand, was only opened in October last, and the boys appear to have made satisfactory progress in that time. The Pundit seems very desirous to push them on." I cannot close my notice of these schools without expressing my very great obligations to the Reverend Mr. Robson, for his kindness in visiting and examining them.

105. The Mission, whose members have thus now and then helped Mr. Goulding by examining the schools, have done much for education in this Circle. It has three Anglo-Vernacular Schools, *viz.*, at Ajmere, Nasirabad, and Nyanagar, at which the collective daily attendance exceeds 250 boys; and 39 other schools are in operation, chiefly small village schools.

106. The Inspector's Report contains an account of a young Thakoor Chief, who resides in Ajmere for his education, which I quote here as illustrative of the state of moral degradation from which English influence may sometimes rescue the scions of native nobility residing within our territories:—

" Of the youthful Thakoor of Massudah, who is heir to estates that yield Rs. 80,000 " a year, I must make some mention. Naturally dull, but possessed of more than " an ordinary share of common sense and tractable to a degree, he has been timely " rescued from a position that none who value education could contemplate without " concern. The Deputy Commissioner's firmness in carrying out his purpose to edu- " cate the boy, in spite of the deep intrigues of parties interested in his removal from " Ajmere, is worthy of every commendation. In vain did they try to persuade the boy " of the indignity implied in his being sent to school: he was no longer to consider " himself a Thakoor; he was to be divested of his ornaments and sent to take his seat " on *a bench* beside base-born boys. The Thakoor of Jamola, one of the guardians,— " an old man seldom out of his cups, and from whose hereditary ideas of honourable " independence inability to read and write was inseparable,—insolently remarked that " the Government might now just as well deprive him of Massudah. But the lad, " left to his own youthful instincts, mixed freely with the boys, and horrified his re- " tainers by participating in all their games, particularly cricket, for which he dis-

" played an extraordinary partiality. Massive golden anklets, however, encumbered his " lower limbs, already stiff from his never having been permitted exercise, and impeded " his motions in the field, and it required some coaxing before his guardians consented " to the further indignity implied in their removal. The opposition in all these cases " is dictated by *Kamdars*, to whose spoliations the education of their Chief promises " to be a death-blow; it is, therefore, their vital interest to perpetuate a state of affairs " which secures them in their nefarious practices.

" The boy resides in a comfortable house, under the constant eye of our Head " Pundit, a man of refined manners and superior attainments; and I have not the " smallest doubt that a naturally docile and amiable disposition, under judicious and " practical management, will develope into a vigorous and self-reliant understanding, " which will be a safe-guard to his tenantry against oppression on the part of his offi- " cials, and a tower of strength to himself in the management of his patrimony.

107. " Of the Deputy Commissioner's second ward, the son of Nawab Inait Ullah " Khan, I am sorry I cannot speak as hopefully. Self-willed and vicious, there is " much in his nature that one despairs almost of eradicating; and this natural prone- " ness to evil is obviously encouraged by minions whose countenances proclaim their " worthlessness. To such hands is generally committed the moral training of these " scions of native nobility—and they seldom prove unworthy of their tutors. All that " a false creed and the bitterest fanaticism can suggest is imbibed, and next exhibited " in the narrowness of mind and hostility to intellectual progress that characterize " the Mahomedan."

LOWER SCHOOLS IN THE KUMAON AND GURHWAL CIRCLE.

108. The subjoined schedule exhibits the attendance, etc., as compared with last year. From this table it appears that the number of boys borne upon the rolls of all schools is less by 686 than last year, while the average daily attendance is less by 233 only. In other words, while the number of boys has decreased, the percentage of the average daily attendance has increased. It is now about 60 per cent.—still too low—whereas last year it amounted to 55 per cent. only.

	1864-65.			1865-66.		
	No.	Register.	Average attendance.	No.	Register.	Average attendance.
Kamaon Tahsili Schools, ...	18	1,208	746	20	1,473	773
Gurhwal Tahsili Schools, ...	15	975	663	15	788	553
Gurhwal Halqabandi Schools, ...	42	2,127	991	41	1,363	841
Total, ...	75	4310	2,400	76	3,624	2,167

109. The Inspector's remarks upon the schools as classed above are now given :—

Kumaon Tahsili Schools.

" In these schools there is an increase both in number on rolls and in attendance. " The cost of education of each pupil has been slightly increased " owing to two new schools having been established, and to the " pay of some of the Pundits having been increased.

" Almost all these schools are at the present moment in a very satisfactory state.

110. " I am sorry I cannot report so favourably of the Gurhwal Tahsili Schools. " There has been a considerable falling off, both in number on rolls and attendance, and " a corresponding increase in cost of education.

Gurhwal Halqabandi Schools.

" In these schools you will observe a great falling off in number on rolls.

" Last year, you may remember, some explanation from me was called for of the " very small attendance as compared with the number on rolls, " and I accordingly made the Pundits strike off the names of all " who were very irregular in attendance.

"There is also a decrease in attendance of 150, and a slight increase in cost of edu-
"cation. This increase would have been greater had not the District Officer and my-
"self thought it unnecessary to keep on an extra Sub-Deputy Inspector, who used to be
"paid Rs. 25 per mensem out of the Halqabandi Cess Fund. In his place, from first
"January last, a Mohurrir on Rs. 16 per mensem has been engaged to keep the accounts.

"There is one school less than last year.

"The worst school has been closed, and the money appropriated to increase the
"salaries of deserving teachers. The fixed salaries of Halqabundi Pundits are Rs. 5
"per mensem, and, in addition to this, Rs. 25 per mensem is now expended in the form
"of Scholarships, to last for one year only, to increase by one or two rupees the pay of
"the best Pundits. It is very difficult to get good men to take these appointments
"on so small a salary, and all the present Pundits have been brought up at one or the
"other of the Tahsili Schools. I have received permission to close all the Halqabandi
"Schools for three months this year, and to assemble all the Pundits at some convenient
"place to form a temporary Normal School. I have fixed upon Kunyoor (on the
"Almorah and Paorie Road) as the place, and they will most of them meet there on
"15th June. (A few will come to the Almorah Normal School, and some will be sent to
"Srinugar.) All these men will continue to receive their pay while studying.

111. "The attendance at all the Government Schools during this season is bad, so
"that the absence of the Pundits from their schools will not do so very much harm.
"All the Tahsili Schools will remain open, and will be available, while the Halqabandi
"Schools closed, to any boys anxious to prosecute their studies.

Chief cause of unsatisfactory state of the Gurhwal schools.

"The chief cause of the comparatively unsatisfactory state of the Gurhwal schools
"has been the bad harvests of the last two years. The scarcity
"of grain over the lower part of Gurhwal (where almost all the
"schools are situated) during last hot weather and rains
"amounted to a famine, and there was so much distress that the District Officer collected
"a large amount of money by subscriptions and imported large quantities of grain
"from the plains.

"The present harvest promises to be a very abundant one, and I am quite confi-
"dent that the state of the schools will improve thereby. Among a purely agricultural
"population like that of Kamaon and Gurhwal, a bad harvest has an injurious effect on
"the schools.

"There has been also a great deal of distress in Kamaon, otherwise the present
"state of those schools would have been still more satisfactory."

112. On the Bhootiah Schools, Major Smith reports :—

"One or two of these schools are not in such good order as I could wish, but I
"have changed two or three of the Pundits and made arrangements which I feel
"quite sure will have the desired effect. These are the most satisfactory people in
"this Province that I have to deal with, and they are all fond of education, so that
"if a school falls off it is generally the fault of the teacher. I visited all these
"schools in the rainy season, and found most of them in as good order as ever."

113. Mr. Cann, as Officiating Director of Public Instruction, visited some of the Kamaon Tahsili Schools in October. He remarks :—

"These, considering the difficulties to be met, may be pronounced good. They
"are equal to tolerably good Halqabandi Schools in the plains. Some of the
"peculiar difficulties are,—(1) the language of the people being so different from that
"of the school-books; (2) the scattered nature of the population, each school being
"filled from fourteen or twenty very small groups of houses called villages; (3) the

"emigration of some of the scholars with the people for several months in the year "from the hills to the '*báber*,' or '*terái*.'"

Mr. Cann examined 315 scholars (at six schools) who attended from 96 different villages.

	Present.	Classes.					Total.	Rolls.
		3rd.	4th.	5th.	6th.	7th.		
1.	Gangouli Hath, ...	...	6	4	16	12	38	47
2.	Pithora Gurh, ...	3	4	10	17	26	60	79
3.	Barah Bissi, ...	...	10	11	13	15	49	57
4.	Lahoghat, ...	4	7	12	21	28	72	78
5.	Der Nath, ...	...	6	8	15	21	50	70
6.	Champawat, ...	...	6	12	12	18	48	64
	Total, ...	7	39	57	94	120	317	395

Their proficiency is shown by the annexed schedule.

113. The state of the Hill Circle, owing to causes explained, is not so satisfactory as I could wish in the more recent schools in Garhwal. The formation of the Halqabandi Schools in that Province has been a difficult process, and their novelty may have at first interested the simple population. Then, as always happens, a falling off in interest, and consequently in attendance, results. Custom wears down the keenness of the desire for knowledge, and regular attendance and other of the distasteful accompaniments of school-going soon begin to keep off all but that portion of the population who really see some ultimate good to themselves and their families in the far future. The local difficulties mentioned by Major Smyth will always exist, more or less. The language of the books mentioned by the Officiating Director is pure Hindi—a different thing, as His Honor is aware, to the *pahari boli*, but yet sufficiently allied to it to form an intelligible standard of excellence to be worked up to.

Female Schools.

114. The annexed table shows an advance during the year of nearly a hundred schools, with 1,924 girls attending. The average number of girls at each school was last year nearly 18: this year it is rather more. These schools are all of the most elementary description, the expenditure is limited, and the parents of the children are generally poor. They are a beginning by no means despicable, and are under careful inspection. Coming across, as I do, in the course of my tours, towns where formerly at the mention of girls' schools one's native advisers and coadjutors would shake their heads, but where now girls' schools are in healthy operation, I cannot but look forward to more extended results, though it will be long before we overtake the ignorance of the population. The visits of experienced officers are not regarded with distrust. The natives soon grow familiar with an Inspector who performs his work honestly and regularly, and place confidence in his advice. Younger and less experienced officers, who are naturally less able to make allowance for deficiencies, which even the most cursory inspection will disclose in schools perhaps of only a few months' standing, have in some instances caused discouragement by the tone of their remarks. Deception in the matter of attendance cannot at first be altogether avoided, and will gradually disappear before a patient examination into results such as that which has been conducted during the year of report.

Girls' Schools.	1864-65.		1865-66.	
	No.	Attendance.	No.	Attendance.
I. Circle, ...	154	3,141	158	3,178
II. Ditto, ...	129	2,322	225	4,001
III. Ditto, ...	89	1,196	87	1,404
Total, ...	372	6,659	470	8,583

The chief increase is in the II. Circle, and this furtherance of the cause is due to Dr. Anderson's judicious and well-sustained efforts.

114. As an illustration of the improvement in the educational status of an ordinary town, I may mention Secundra Rao. I visited that place in the beginning of 1863, and found a bad Tahsili School of *sixty* boys. The next time I came through the town—February, 1866—I had the satisfaction of examining an English School of *forty-six* boys, some of whom could read and translate fluently and correctly; a Tahsili School of *eighty* boys, with a branch in another part of the place of *seventy* boys; and, lastly, a Girls' School of *sixty girls*, with a branch of *twelve* more.

115. I take this instance because I happened to come across it in my march from Agra to Bareilly. Two days afterwards I was at Kasgunj, in another Circle. Here was a somewhat similar improvement, for the Tahsildar of the place (now transferred) had hindered the operations of this Department, and two years ago the Tahsili School was one of the worst in the Circle, and an English class attached to it was a mere name. I examined on the present occasion an English Department of 42 boys, a Tahsili School of 156, and a Girls' School of 23 girls. Instances of this kind might be multiplied all through the Doab; and such facts describe the gradual improvement and extension of education, and the greater demand for instruction, with more force than many words and figures.

116. I proceed to quote the Inspector's Reports on the branch of education now under report. The Inspector of the I. Circle remarks:—

"The number of Government Female Schools, and of scholars, remains nearly the "same as it was at the close of last year. In seven districts, there has been an in-"crease, the greatest in Allygurh and Shahjehanpore; but this has been nearly coun-"terbalanced by a decrease, where it was little expected, in Meerutt, Boolundshuhur, "and Mozuffurnuggur.

Locality.	At the close of 1864-65.		At the close of 1865-66.		Increase or Decrease.		Average daily attendance.
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	
Aligurh, ...	40	859	50	1,012	+ 10	+ 153	982
Bolundshahr, ...	12	391	11	268	— 1	— 123	269
Meerutt, ...	38	746	22	534	— 16	— 212	505
Mozuffurnugur, ...	14	216	7	94	— 7	— 122	93
Saharunpore, ...	12	221	18	293	+ 6	+ 72	251
Dehra Doon, ...	1	7	2	42	+ 1	+ 35	41
Bareilly, ...	4	63	5	83	+ 1	+ 20	63
Bijnour, ...	0	0	2	54	+ 2	+ 54	51
Badaon, ...	14	311	14	267	0	— 44	272
Moradabad, ...	4	96	7	125	+ 3	+ 29	105
Shahjahanpore, ...	15	231	20	406	+ 5	+ 175	374
Total, ...	154	3,141	158	3,178	+ 4	+ 37	3,006

"The following is a classification table similar to that given for Halqabandi "Schools; but it must be observed that in arithmetic, writing, geography, and his-"tory these schools are backward as compared with boys' schools."

The table referred to by Mr. Cann gives the classification of the 3,178 girls now under instruction as 2,753 beginners, 294 in the class above, 114 in the next, and 17 in the highest class.

117. The Inspector of the II. Circle remarks:—"Government Female Schools "having doubled their number, and nearly their pupils, since last year, and being found

" in every zillah except Jhansie and Lullutpore, cannot now be presented individually " in detail. I have examined most of them in this part of the Circle, and, where per- " sonal inspection would have greatly retarded the other business of the tour, the " Deputy Inspector of Female Schools was sent with special directions to examine " and distribute the usual rewards to the most deserving, reporting minutely their " condition on his return. Mr. Platts also has seen about 13 out of 50 under his " charge, and the results of the whole, together with those recently established, will be " found in the following table, though the information is not so complete as might " be desired :—

Name of Zillah.	No. of Schools.	On the Register.	Present at Examination	No. of Girls in each Class.				No. of Prizes given, either for Reading, Writing, or Puhara.	No. of Prizes given for Female Work.
				1.	2.	3.	4.		
Agra, ...	85	1,568	1,298	1,178	96	24	...	397	70
Muttra, ...	21	434	309	287	21	1	...	72½	5½
Mynpoorie, ...	41	738	577	566	11	...	...	106	5
Etah, ...	9	172	135	114	20	1	...	30	4
Furruckabad, ...	10	223	165	165	...	...	...	27	...
Etawah, ...	7	92	52	52	...	...	...	10½	...
Cawnpore, ...	50	735	638	624	11	3	...	25	...
Hameerpore, ...	1	14	14	14	...	...	...	...	...
Jaloun, ...	1	25	25	15	10	...	...	...	...
Jhansie, ...	...	...	...	...	...	...	...	...	...
Lullutpore, ...	...	...	...	...	...	...	...	...	...
Total, ...	225	4,001	3,213	3,015	169	29	...	668	84½

118. " It thus appears that there are in all 225 schools, with 4,001 girls, instead " of 129 schools, with 2,322 girls, as last year. 12 of them are in good, 30 in fair, and " at least 34 in a middling or passable, state of instruction; while the rest are inferior or " bad. These and other results apparent from the table may appear in some respects " disappointing to sanguine and eager expectations; but when fairly considered ought " not to be regarded as otherwise than satisfactory and encouraging. The majority of " the schools have been established for less than 12 months, and the teachers were at " first often hastily or imprudently recommended by Deputy Inspectors, to whom the " proper management was new. The selfish motives which animated the originators " of many of them, and the expectation of almost entire freedom from inspection that " generally prevailed, as well as the facilities existing for fraud, could not but generate " a low state of teaching and an inferior standard of duty. It gave rise to great " suspicions regarding the regularity of their teaching, the number actually attending, " and the true state of their instruction. I need not say that the minute inspection " thus rendered necessary was attended with no ordinary difficulty, and discovered an " amount of fraud and neglect often painful and shocking. Not a few schools had to " be abolished or left unsanctioned; but the result is nearly clear gain, and the effect, " it is confidently hoped, will be that they will in future grow up sound and healthy, " and not sickly or nominal, institutions."

119. The first attempt to introduce "*normal*" tuition, by way of creating a supply of mistresses, is described by the Inspector in the following terms:—

" The new school-house at Beri having, contrary to directions given from this " office, been placed by the Tehsildar or the "Thekedar" at a distance from the Mis- " tress's dwelling, thereby exposing the boarders and inducing other inconvenience, and " having been ruined by the rains before it was half finished, the removal of the school " to Agra, as formerly intended, became necessary. This was rendered immediately

" urgent by a strife that had arisen in the village, begetting a party inimical to " the interest and character of the school; and, the institution being at a distance, little " could be done to control this, or exercise sufficient influence over the teaching, so as " to free the pupils as much as possible from those petty hurtful prejudices or trivial " anxieties which are especially fostered in such small villages. With much difficulty " the Deputy Inspector succeeded in getting assembled a 'punchayut' of the zemin- " dars and others interested in the pupils, and, after much hesitation, some of the " principal men, especially Thakoor Dabi Sahoy, came forward and declared their willing- " ness to send their daughters to Agra; so all the rest followed and gave consent. The " whole establishment is now happily transferred to a house in Gokulpoora, hired in " the neighbourhood of the Deputy Inspector's dwelling, and superintended by his " mother, a well-educated person, who has accepted the post of Honorary Head Mis- " tress—the other teachers remaining nearly as before, except that some additional " servants, necessarily involved in such a change, have been hired.

120. " The school was lately visited by me in Agra, and the place was found suffi- " cient for the present, but scarcely all that could reasonably be desired, nor the girls so " forward in their education as might be expected. Eleven were present, and one " was fit to be sent out as a mistress. They are less distracted from attention to their " lessons than formerly, being at a distance from their friends and relations—and it is " expected that in this populous neighbourhood others will speedily be found to join " them. Already, however, there is a request for higher scholarships, owing to the " increased expense of living; and an advance of one rupee will probably be requisite, " beside a dress, to the best scholars at the time of the Annual Examination."

121. The progress of this institution is watched with some anxiety. It is an extremely difficult undertaking; and again I have to record with pleasure the services rendered by the Deputy Inspector of Female Schools, Thakur Kalyan Singh, whose influence with his own tribe (Jat) sets so good an example elsewhere. After all, whatever special exertions of this kind are made, a supply of mistresses will gradually be created by the schools themselves.

122. The following remarks are made by the Inspector of the III. Circle :—

" There are now 87 Girls' Schools in this Circle, giving instruction to 1,404 girls, " instead of the 89 of last year, which gave instruction to only 1,196 girls: thus a " material increase is visible, notwithstanding a trifling decrease in the number of " schools. Of 1,404 girls now in the schools, 350 are Mahammadans and 1,054 Hindus; " 1,104 learn Hindi, 23 Bengali, and the rest Urdu or Persian. Of these, 30 girls are " said to have reached the third or the highest class, and 129 the second or next to it, " prescribed by you for them—*vide* your Report for 1862-63, Appendix D.

" The total annual cost of educating each girl is Rs. 3-13-11¾, and to the Go- " vernment, annas 11-3¾. Many of these schools are supported out of our Halqabandi " Fund, and if the Government does not sanction the amount which we have entered in " the Budget for the next year, they will, I am sorry to say, be closed."

123. There is no reason to suppose that the amount entered in the Budget will not receive sanction.

The experiment described above in paras. 120 and 121, is under trial in the III. Circle also, in the District of Futtehpore, whose Deputy Inspector, Babu Rasik Lal, thus describes proceedings (I quote the Deputy Inspector's words by preference, at the risk of being tedious) :—

" On the 9th December, 1865, my predecessor, Babu Priyanath Mitter, opened a " Normal School for Women, under the instruction of the Inspector, in Ourai, a village

"some 13 miles from the city. This locality was selected in preference to Futtehpore, "in accordance with the wishes of the respectable residents of the quarter. They were "of opinion that ladies' pupil-teachers would be able to prosecute their studies more "quietly in a village than in a city, where they would be exposed to the gaze, and per-"haps derision, of the vulgar. The amount sanctioned is Rs. 50 per mensem, of which "seven stipend-holders receive Rs. 27, and Rs. 20 are spent on account of tuition. The "balance was given for house-rent and other contingencies. In the selection for these "stipend-holder lady pupil-teachers, great care and discretion were exercised that they "may be of respectable families, of good caste, and of gentle character. After great search "and strong recommendations, a woman teacher, by name Toolsee Coomar, daughter "of a deceased pensioned subadar, of Brahmin caste, fairly acquainted with the Sanskrit "language and well tutored in needlework, has been induced to accept the teacher-"ship of this institution. She is an intelligent person, and sensible of her duty and "responsibility; she spares no pains to educate and improve her female students, and "at the same time she is not negligent to improve herself in the different branches of "studies which are taught in our schools; she instructs them in the needlework and "other plain workmanship. Some simple specimens of needlework of European and "native fashion, and baskets, &c., have been given to this institution as models. I "should have sent some specimens of their handiwork, such as baskets, fans, handker-"chiefs, &c., for your inspection, had I not been prevented from doing so in consequence "of my being required to submit the Report early. I may be here permitted to state "that these female students have made marked improvement in their studies within the "short period of four months: they can read tolerably well any Nagri book which may "be placed at their hands; some of them can work out difficult sums of arithmetic in "the first four rules; besides which they are learning the native way of bazaar accounts, "what they call *gurs*. They have lately commenced Chota Bhugol and Vidyankur. "The course of studies has been given to them which was prescribed by the Director "of Public Instruction, printed in the Annual Report of 1862-63. The tutoress reports "favourably of their attention towards their study, and their conduct is quiet "and satisfactory. Owing to the respectability and goodness of Toolsee Coomar, and "faith on the words of my predecessor, this infant experimental institution has "gained popularity to a certain degree. There are 12 more candidates, without "any stipend, studying hard in the school with the sanguine hope of getting situa-"tions. A Girls' School, consisting of 15 girls, has also been attached to this "institution, that the lady pupil-teachers may get sufficient opportunity to prove "their usefulness by teaching these girls in a manner explained to them. Being an "experimental institution of only four months old, I am unable to pass any decisive "opinion about the result; but, from the progress, popularity, and good will of the "people, I have every reason to say that the institution is in a very promising and "healthy state.

"For further information, a table is subjoined herewith:—"

Statement of Stipend-holders of the Normal School for Women at Ourai.

	Name of Stipend-holders.	Caste.	Residence.	Married or widow.	Profession.	Monthly amount of Stipends			Remarks
						Rs.	As.	P.	
1	Nandy, ...	Brahmin,	Village Nairaini,	Widow,	Agricultury,	3	0	0	Age, between 20 and 40 years.
2	Rukmani Kuwar,	Ditto,	Village Ourai, ...	Married,	Zamindary,	4	0	0	
3	Govindi, ..	Ditto,	Ditto,	Widow,	Agricultury,	4	0	0	
4	Luchmi Kuwar,	Thakur. ...	Village Sidhoura,	Ditto, ...	Service, ...	4	0	0	
5	Sitah Kuwar, ...	Brahmin,	Village Bhasroul,	Ditto, ...	Agricultury,	4	0	0	
6	Nidhiya, ...	Ditto,	Ditto,	Ditto, ...	Ditto, ...	4	0	0	
7	Mungiya, ...	Ditto,	Village Kasainpur,	Ditto, ...	Service, ...	4	0	0	
	TOTAL, ...	...	...	...	...	27	0	0	

124. Small normal seminaries of this character are manageable, and when the experiment has been fully tested, I shall ask the Inspectors to consider the advisability

of establishing one in each district, for the improvement of the Girls' Schools in that district,—it being manifestly unadvisable, if not impossible, to institute one large Normal School for the whole of the Circle, as, in the case of schoolmasters, steadiness, rather than rapidity of progress, has hitherto been our aim, and results seem to prove the wholesomeness of the principle. Failures, want of honesty, and other incidental difficulties, such as those mentioned by the Inspector of the II. Circle, who has gone very carefully into details, are to be expected, but are very far from proving either that the *want* of female education is hypothetical, or that it is a matter which the Government is incompetent to undertake. The Inspectors of the Minor Circles have as yet little progress to report in this direction. The hill Circle is backward in the education of boys, for obvious reasons, as compared with the plains Circles, and female education but follows that of males *longo intervallo*. His Honor will have observed in para. 94 above, that a Girls' School of 17 girls has been established in the Ajmere Circle, at Pushkar, and I have every hope that the example will not be without weight throughout the territory.

NORMAL SCHOOLS.

125. The number of training institutions is again entered as six,—*viz.*, one for each of three large Circles, at Agra, Meerut, and Benares; one in Almorah, for the Hill Circle; and special classes at the Schools of Ajmere and Etawah.

I examined the Normal Schools of Agra and Meerut on paper this year, and found that the knowledge of the students was generally very deficient. It may indeed be doubted whether a year's tuition can be expected to do much for the ignorant adults who are sent in from the various districts to be drilled, if possible, into something of the capacity and management required in a teacher.

Yet the influence of the Normal Schools is salutary, and a teacher who can show, by certificate received there, that he has attained a certain amount of knowledge, has a claim for appointment to a teachership generally superior to those of the men formerly available.

126. The buildings at Meerut, occupied for the first time during the year, are a very great improvement in the essentials of health and convenience for tuitional purposes. At Benares the want of an appropriate building is still felt. A reference on this subject has already been submitted.

127. I extract the Inspector's remarks on these schools :—

1.—*The Meerut Normal School.*—" At the close of the year 1864-65 there were " 123 teacher pupils on the list. Of them, 122 were after examination sent back to " their several districts, 109 having obtained certificates.

Tahsili, 1st grade, 25.	Halqabandi, 1st grade, 39.
Ditto 2nd „ 26.	Ditto, 2nd „ 19.

" One student was sick at the time of the Examination; five, failing in some one " subject, had their certificates withheld for a time; and eight failed altogether.

" For the current term 125 stipendiaries were sent in by the Deputy Inspectors, " 36 of them teachers and 89 new men desirous of employment in the Department. In " addition to these, six students entered without stipends, and paying fees, 1 rupee on " admission, and 4 annas monthly.

" In the course of the year, 10 have been struck off the list for absence, and one was " expelled for misconduct. One poor man from Shahjahanpore, who ought never to have " been sent, was rejected on account of his feeble appearance, and died on the way back; " and one student fell a victim to cholera at Meerut in the autumn.

" There are now 117 under instruction, of whom 66 are Hindoos and 51 Mahume- " dans. Divided with regard to study, 72 are entered in the Urdu and 45 in the Hindi

" class, although for one hour in the week each class has a lesson in the reading and " writing of the other, and, for an hour daily, all except the lowest class learn English.

" In ability and acquirements, the senior classes of this year appear to be rather " below the average of the last few years, and some students of the lower class are " very deficient. Deputy Inspectors complain of the increasing difficulty of finding " suitable men willing to proceed to the Normal Schools; this is felt particularly with " regard to such as possess a good knowledge of Urdu, for whom many opportunities " offer of employment on higher pay than can be afforded for Halqabandi teachers.

" More progress than usual, and indeed good progress, has been made this year in " English: 31 students have finished both Ballantyne's and Kempson's Primer, are able " to work sums up to the rule-of-three in English figures, and to write in large and " small hand pretty well. Many of the rest are well advanced in the Primer, and write " from copies and make the English figures.

" I found on my inspection tour that several Halqabandi teachers had applied their " knowledge of English for the benefit of their schools; and in appointing scholars to " Anglo-Vernacular Schools I was able in several instances to select from Halqabundi " schools boys who had read through the Primer.

129. " I have mentioned that one student died of cholera. The disease broke out " last October in the old lodging-house,—three men being attacked. Mr. Pearson at " once ordered the removal of all the other students to the new barracks, which were " fortunately in a habitable state. Provisions for a week were sent with them, that there " might be no excuse for holding communication with the old lodging-house, or with the " city. The three sick men were separated from each other and placed in rooms which " had been well fumigated. Two of them recovered. No case appeared among those " who had been removed to the new buildings. Great credit is due to Munshee Luchman " Pershad, for the activity and intelligence he displayed in carrying out these arrange- " ments.

" The new buildings being three miles distant from the Public Dispensary, it " became necessary to provide for special medical attendance on the students. As a " temporary measure, an allowance of Rs. 10 a month is given to a Native Doctor em- " ployed under the Civil Surgeon for visiting the school daily.

" Already the new abode is found most comfortable, both by teachers and stu- " dents. When trees have been planted about it, and a cricket-ground is laid down, as " proposed, it will be still more conducive to health and energetic study.

" Since its establishment, in 1857, the Meerut Normal School has afforded in- " struction to 1,463 teacher-students.

130. 2.—*The Agra Normal School.*—" It appears that 112 pupils were admitted " last July, that ten have been dismissed or are absentees, and that 102 belong to the " institution,—the average attendance for March being 97; of these, 40 are from Agra, " 19 from Cawnpore, and 19 from Mynpoory, 9 from Etah and Furruckabad each, and " only 6 from Muttra,—the last having no spare school funds to give the extra support " required, and being generally provided with teachers already educated at the Normal " School."

A few repairs are wanted, but, as the buildings are in charge of the Public Works Department, the Inspector has been directed to refer to the Executive Engineer. The Inspector continues:—" The sanitary condition of the place requires " investigation. Too many are in the hospital from diseases that bespeak a want of " cleanliness and exercise. The attempt to inspire the pupils with a taste for gardening " has succeeded but indifferently, but it is believed that they would take readily to " cricket, and it is obviously of importance to make their residence in the institution " more attractive than it seems to the majority."

131. The Inspector's suggestions are good, but I should have preferred to find that arrangements had been made without waiting for directions from this office, and that a statement of the cost necessary, after examination of the best means for effecting improvements, had been submitted for immediate action.

The Inspector has now been requested to place his requisitions in the distincter form of a formal application.

132. 3.—*The Normal Class in Etawah High School.*—The Normal scholars in the Etawah High School are taught in two divisions or classes: the former consists of 18, and the latter of 23. They come from the Zillahs of Etawah, Humeerpore, Jaloun, Jhansie, and Lullutpore, and are supported by the school funds of those districts. In Mr. Platts's Report it is stated that the teachers which come from the Etawah School "are of a very inferior class, and are sent back with about as "much knowledge of the art of teaching as before, and in many cases with very little "more information."

This, with some other just remarks of the Assistant Inspector regarding Schools in Bundelcund, must, however, be remembered are complaints of long standing. Before the arrangement of sending them to Etawah took place, the Head Master of the Normal School in Agra had year after year to remark that the majority of those sent from the above districts were very dull scholars, of weak natural abilities, and scarce admitted of any improvement whatever, and, unless more discrimination be exercised respecting their capacity for instruction by the Deputy Inspectors and others of the district, it is vain to expect that stupidity and folly will become intelligence and wisdom by passing ten months in a Normal class. Those teachers now found in Bundelcund, educated at Agra, are mostly strangers: still, however, the training to teach is a part of instruction of far more importance than with repeated injunctions I have been able to impress on the mind of Normal School teachers; and it is intended in future not only to make it a point in their 'sunnud' of qualifications, but also, if leisure can be afforded, to make them pass this part of their examination always before the Inspector.

133. The backwardness of schools in Bundelcund has been already touched upon in this Report, and one difficulty is the extreme stupidity of the men from whom we draw our teachers. I agree with the Inspector in thinking that the main blame for want of success must lay with the poverty of the material worked upon; but that gradual improvement is possible admits of no doubt, and the Inspector informs me in the case under consideration that "considerable improvement has already taken place, so "that it is hoped the final or sunnud Examination will prove satisfactory."

134. 4.—*Almorah Normal School.*—This is a very small school, under a single teacher, on a salary of Rs. 40. It was visited by Mr. Cann in the fall of last year, and he pronounced the teaching to be on the whole good. The Inspector, Major Smith, communicated to me the results of his paper examination of the students in January. The marks gained by a large proportion of the students were extremely high, and the specimens of replies sent for my inspection were very good indeed.

135. 5.—*Benares Normal School.*—The Inspector says,—"The building, I am "sorry to say, has not yet been commenced, and much of our exertions to improve our "teachers—on the merits of whom the prosperity of our schools mainly depends—thus "becomes futile for the want of proper accommodation." This has been alluded to above (paragraph 12.) The attendance at the school during the year of report was 137 students, of which more than 90 per cent. attended regularly. The Head Master's Report on the management of the school has not yet been submitted by the Inspector, and, though it is daily expected, I cannot delay going to press any longer. Should any matter worthy of special remark occur, mention thereof will be made in Appendix.

136. 6.—The class in the Ajmere School contains 14 scholars, but its establishment is not of sufficiently long standing to enable the Inspector to report in detail on the effects which he anticipates.

SECTION V.

137. Private Schools under inspection.

Summary of Attendance and Cost.

Description of Schools.	Number.	Number on Rolls.	Average Daily Attendance.	Expense. Imperial.	Expense. Local.
Colleges, ...	4	1,214	10,06·3	18,333 0 0	35,541 5 2
Schools, Higher Class, ...					
" Middle Class, ...	78	13,059	10,337·19	77,320 0 0	1,16,852 13 1
" Lower (aided), ...	43			13,554 0 0	
" Lower (unaided),(a)	5,118	57,193	52,068·11	(b)261 11 2	2,34,564 2 3
Female Schools, ...	77	1,494	1,352·0	14,460 0 0	15,696 1 6
Normal Schools, ...	2	62	61	2,700 0 0	5,196 5 11
Total, ...	5,322	73,022	64,824·60	(c)1,26,628 11 2	4,07,850 11 11

In 1864-65, the expenditure on Schools under this Section was,—*Imperial*, Rs. 91,694 ; *Local*, Rs. 3,56,591.

139. The following table exhibits the names of Aided Schools and grants, and the cost corresponds with column 5 in the above Schedule, the amount under the table in para. below included :—

List of Private Institutions aided in 1865-66.

No.	Name of Institutions.	Place.	Amount of Monthly Aid. Rs. As. P.	Total. Rs. As. P.
A. 1	St. John's College—Church of England Mission, ...	Agra ...	400 0 0	
2	St. Peter's College—Roman Catholic, ...	Ditto, ...	125 0 0	
3	Victoria College, ...	Ditto, ...	500 0 0	
4	Jay Narayun's College—Church of England Mission,	Benares, ...	502 12 0	1,527 12 0
C. 5	Mission School (Secundra)—Church of England Mission, ...	Agra, ...	150 0 0	
6	Mofid-am School, ...	Ditto, ...	140 0 0	
7	Mission School (Chunar), ...	Benares, ...	80 0 0	
8	High School—Diocesan B. of Education, ...	Allahabad, ...	350 0 0	
9	Mission School—Church of England, ...	Azimgurh, ...	200 0 0	
10	Ditto —London Mission, ...	Almorah, ...	150 0 0	
11	6 Branch Schools—Municipal Committee, ...	Bareilly, ...	575 0 0	
12	Mission School—American, ...	Bijnour, ...	40 0 0	
13	Christ Church Free School,—S. P. G., ...	Cawnpore, ...	300 0 0	
14	Generalgunj Mission School,—S. P. G., ...	Ditto, ...	130 0 0	
15	Mission Orphan School,—S. P. G., ...	Ditto, ...	150 0 0	
16	Mission School—American, ...	Dehra Dhoon, ...	100 0 0	
17	City High School—American, ...	Furruckabad, ...	175 0 0	
18	Rekha Mission School—American, ...	Futtehgurh, ...	83 5 4	
19	Mission School—German, ...	Ghazeepore, ...	100 0 0	
20	Ditto —Church of England, ...	Gorruckpore, ...	200 0 0	
21	Ditto — Ditto, ...	Muttra, ...	100 0 0	
22	Anglo-Vernacular School—Victoria Branch, ...	Ditto, ...	50 0 0	
23	Mission School—Church of England,... ...	Meerutt, ...	125 0 0	
24	Ditto —Ditto, ...	Jounpore, ...	125 0 0	
25	Ditto —American, ...	Mynpooric, ...	100 0 0	
26	Ditto —Ditto, ...	Moradabad, ...	80 0 0	
27	Subscription School, ...	Ditto, ...	250 0 0	
28	Ditto Schools, ...	Bulundshahr, ...	140 0 0	
29	Mission School—Church of England, ...	Mirzapore, ...	150 0 0	
30	Subscription School, ...	Ditto, ...	250 0 0	
31	Mission School—American, ...	Nainee Tal, ...	70 0 0	
32	Ditto —Church of England,... ...	Roorkee, ...	80 0 0	
33	Ditto —American, ...	Shahjahanpore, ...	50 0 0	
34	American Mission Orphan School, ...	Ditto, ...	80 0 0	
35	Ditto Mission School, ...	Saharunpore, ...	150 0 0	4,723 5 4
D. 36	Branch School (Belungunj),—Victoria College, ...	Agra, ...	30 0 0	
37	Ditto (Gokulpoora) —Ditto, ...	Ditto, ...	30 0 0	
38	Ditto (Cantonment) —Ditto, ...	Ditto, ...	50 0 0	
39	Mission (Orphan) School—Church of England, ...	Benares, ...	80 0 0	
40	Bengalitola Preparatory School, ...	Ditto, ...	45 0 0	
41	Mission (Boys') School—Church of England, ...	Allahabad, ...	30 0 0	
42	Parish School, —Ditto, ...	Ditto, ...	50 0 0	
43	Cowlegunj Mission School —Ditto, ...	Bareilly, ...	30 0 0	
44	Sudder Bazar Mission School—American, ...	Ditto, ...	22 0 0	
45	American City Mission School, ...	Ditto, ...	75 0 0	
46	American Mission School,—(Kant), ...	Moradabad, ...	30 0 0	
47	Ditto Ditto—(Babukhera), ...	Ditto, ...	30 0 0	
48	Ditto Ditto—(Sambhal), ...	Ditto, ...	30 0 0	
49	Ditto Ditto, ...	Najibabad, ...	50 0 0	
50	Chowdree Oomrao Singh's School, ...	Sherekote, ...	20 0 0	
51	Raja Purtap Singh's School, ...	Tajpore, ...	20 0 0	
52	American Mission School, ...	Budaon, ...	30 0 0	
53	Major Rind's School—Church of England Mission,	Dehra Doon, ...	50 0 0	Up to 31st March, 1866.

(a.)—These are the indigenous or country-schools.
(b.)—Paid from Prize Fund.
(c.)—This amount shows expenditure under the head Grants-in-Aid, exclusive of grants made to private bodies for building purposes, shown in the Tabular Statements in Appendix.

List of Private Institutions aided in 1865-66.—(Concluded.)

No.	Name of Institutions.	Place.	Amount of Monthly Aid.	Total.
			Rs. As. P.	Rs. As. P.
54	American Mission School (Rajpoor), ...	Dehra Dhoon, ...	50 0 0	
55	Dr. Whittall's School (Mithiberi), ...	Ditto. ...	6 0 0	
56	Victoria School—Native, ...	Furruckabad, ...	20 0 0	
57	Mission School (Kunkerkhera), Church of England,	Meerutt, ...	9 0 0	
58	Ditto (Ikla), Ditto, ...	Ditto, ...	5 0 0	
59	Ditto (Zaffrabad), Ditto, ...	Jounpore, ...	25 0 0	
60	Four American Mission Schools, ...	Moradabad, ...	30 0 0	
61	Raja Sheoraj Singh's School (Kasheepore), ...	Ditto, ...	20 0 0	
62	Hurmut Khan's School (Pindrawal), ...	Boolundshuhur,...	20 0 0	
63	Maharajah of Benares' School (Gyanpore), ...	Mirzapore, ...	50 0 0	
64	Ditto Ditto (Bhudrowli), ...	Ditto, ...	20 0 0	
65	Two Vernacular Schools, ...	Ajmere, ...	24 0 0	
66	Subscription School, ...	Sherekote, ...	20 0 0	
67	Ditto, ...	Rehur, ...	10 0 0	
68	Ditto, ...	Gurhi, ...	10 0 0	
69	Ditto, ...	Afzulgurh, ...	10 0 0	
70	Ditto, ...	Surjunnugar, ...	10 0 0	
71	Ditto, ...	Hapur, ...	20 0 0	
72	Ditto, ...	Tajpore, ...	10 0 0	
73	Ditto, ...	Purayani, ...	5 0 0	
74	Ditto, ...	Shergurh, ...	4 0 0	
75	Ditto, ...	Jutpoora, ...	4 0 0	
76	Ditto, ...	Chandpore, ...	4 0 0	
77	Ditto, ...	Tanda Afzul, ...	4 0 0	
78	Regimental School, 4th Goorkhas*	Almorah, ...	50 0 0	1,142 0 0
E. 79	Canning Protestant School, ...	Agra, ...	350 0 0	
80	Girls' Schools by Satt Sabha, ...	Ditto, ...	220 0 0	
81	Mission (Girls') School—Church of England, ...	Ditto, ...	30 0 0	
82	Mission (Female) School Ditto, ...	Benares, ...	130 0 0	
83	Mission (Girls') School Ditto, ...	Allahabad, ...	30 0 0	
84	Ditto Ditto Ditto, ...	Azimgurh, ...	50 0 0	
85	Mission Orphan Girls' School—American, ...	Bareilly ...	100 0 0	
86	Female Schools by Municipal Committee, ...	Budaon, ...	30 0 0	
87	Mission Girls' School—American, ...	Dehra Dhoon, ...	30 0 0	
88	Ditto Female Ditto—American, ...	Etawah, ...	100 0 0	
89	Native Girls' School—Church of England, ...	Meerutt, ...	25 0 0	
90	Mission Girls' Ditto—American, ...	Mynpoorie, ...	50 0 0	
91	Female Schools,...	Mirzapore, ...	50 0 0	
92	Ditto—American, ...	Saharunpore, ...	10 0 0	
				1,205 0 0
F. 93	Mission Normal School—Church of England, ...	Benares, ...	200 0 0	
94	Mission Training School—Ditto, ...	Meerutt, ...	25 0 0	
				225 0 0
				8,823 1 4

139. As the whole of these schools † have been reported upon in detail (*this office letter No.* 2496, *dated* 25*th April*), I need not say more here than that the grants have been renewed in all cases except four,—*viz.*, Nos. 44, 56, 65 (one school), and 90, on the above list. The grants have been reduced in the case of five schools,—*viz.*, Nos. 33, 34, 74, 75, 76, the last three of which have been amalgamated by the Inspector, I. Circle, under a reduced grant. Eleven of the institutions receive an increased grant for 1866-67; and I may add that ten more schools will be aided during that year.

140. The remaining expenditure under the head Grants-in-aid is the amount paid for the maintenance of English Teachers at the forty-seven places mentioned in the following list,—an equal amount being subscribed by the inhabitants. These schools are under the direct management of the Department in most cases, and their cost is entered above under the item Middle Class Schools.

* Stopped from March, 1866, the Regiment being transferred to the Punjab.

† There is one exception, that of the Mynpoorie Mission School, the grant to which has been suspended till the Inspector's report arrives.

List of Anglo-Vernacular Schools aided in 1865-66.

No.	Name of Schools.	Place.	Amount of Monthly Aid.	Total.
	I. CIRCLE, D. P. I., N.-W. PROVINCES.			
C 1	Anglo-Vernacular School, ...	Saharunpore, ...	50 0 0	
2	Ditto, ...	Mozuffernugger,	50 0 0	
3	Ditto, ...	Bulundshuhur, ...	50 0 0	
4	Ditto, ...	Bijnour, ...	100 0 0	
5	Ditto, ...	Badaon, ...	100 0 0	
6	Ditto, ...	Meerutt, ...	50 0 0	
7	Ditto, ...	Amroha, ...	50 0 0	
8	Ditto, ...	Chundowsi, ...	50 0 0	
9	Ditto, ...	Secundra Rao, ...	50 0 0	
10	Ditto, ...	Hattrass, ...	50 0 0	
				600 0 0
	II. CIRCLE, D. P. I., N.-W. PROVINCES.			
11	Anglo-Vernacular School, ...	Futtehpore Sicri,	50 0 0	
12	Ditto, ...	Deyrapore, ...	50 0 0	
13	Ditto, ...	Etah, ...	25 0 0	
14	Ditto, ...	Furruckabad, ...	50 0 0	
15	Ditto, ...	Hamirpore, ...	50 0 0	
16	Ditto, ...	Calpie, ...	50 0 0	
17	Ditto, ...	Muttra, ...	50 0 0	
18	Ditto, ...	Cawnpore, ...	50 0 0	
19	Ditto, ...	Akberpore, ...	25 0 0	
20	Ditto, ...	Bithoor, ...	25 0 0	
21	Ditto, ...	Bishungurh, ...	15 0 0	
22	Ditto, ...	Lullutpore, ...	25 0 0	
23	Ditto, ...	Bindrabun, ...	25 0 0	
24	Ditto, ...	Mynpoorie, ...	50 0 0	
25	Ditto, ...	Bilhour, ...	15 0 0	
26	Ditto, ...	Sheoli, ...	15 0 0	
27	Ditto, ...	Phuphoond, ...	15 0 0	
28	Ditto, ...	Najagarh, ...	15 0 0	
29	Ditto, ...	Chibra Mow, ...	25 0 0	
30	Ditto, ...	Jellalabad, ...	15 0 0	
31	Ditto, ...	Sumshabad, ...	15 0 0	
32	Ditto, ...	Tirwa, ...	15 0 0	
33	Ditto, ...	Shekoabad, ...	15 0 0	
34	Ditto, ...	Narwol, ...	25 0 0	
35	Ditto, ...	Ghatumpore, ...	20 0 0	
36	Ditto, ...	Bhongaon, ...	15 0 0	
37	Ditto, ...	Sanjawan, ...	25 0 0	
				770 0 0
	III. CIRCLE, D. P. I., N.-W. PROVINCES.			
38	Anglo-Vernacular School, ...	Cannington, ...	130 0 0	
39	Ditto, ...	Phulpore, ...	25 0 0	
40	Ditto, ...	Futtehpore, ...	50 0 0	
41	Ditto, ...	Haswa, ...	25 0 0	
42	Ditto, ...	Jehanabad, ...	20 0 0	
43	Ditto, ...	Madanmow, ...	15 0 0	
44	Ditto, ...	Bulliya, ...	25 0 0	
45	Ditto, ...	Kurchhana, ...	20 0 0	
46	Ditto, ...	Kura, ...	30 0 0	
47	Ditto, ...	Bhagulpore, ...	10 0 0	
				350 0 0
				1,720 0 0
		Total, Rupees ...		1,720 0 0

141. A separate Report has been submitted on the above schools, recommendatory of a continuance of the grants, and a list of 25 more schools has been added. The attendance has increased in all cases, and the tuition has generally improved.

SECTION VI.—SCHOLARSHIPS.

142. The allotment under this head in the year 1865 was Rs. 17,992, as shown in the margin. For the year 1866 it is Rs. 19,963, and the increased amount may be said to be fairly earned by the students, inasmuch as the award has been made on the same principles, and under the same standard of proficiency after written examinations, as were adopted the year before. My letter in Appendix A., and the Schedules of marks therein considered explain the award in the case of the Government Institutions. The Calcutta University Examinations are my guide in awarding scholarships to students at aided institutions.

		1865.	1866.
Agra College,	...	2,928	1,788
Bareilly „	...	1,860	3,564
Benares „	...	3,336	4,512
Sanskrit and A. S.,	...	2,280	2,664
Ajmere School,	...	1,404	1,368
Etawah „	...	444	480
Aided Colleges,	...	1,476	1,008
Prizes,	...	376	151
Tahsili Scholarships,	...	3,888	4,428
Totals,	...	17,992	19,963

143. The Tahsili Scholarships are allotted to boarders at the houses now attached to the Agra, Bareilly, and Benares Colleges. The award for 1866 is as follows, by Circles:—

I. Circle, ...	...	33	Scholars from	Tahsili Schools.
II. „ ...	...	43	Ditto	Ditto.
III. „ ...	...	28	Ditto	Ditto.
Kumaon, ...	...	9	Ditto	Ditto.
Ajmere, ...	...	10	Ditto	Ditto.
Total, ...	...	123	Ditto	Ditto.

SECTION VII.

144. Employment of students in the service of Government.

Appendix E. contains a list of *all* (128) the students of Upper Educational Institutions in the North-Western Provinces *who have passed the Entrance Examination of the Calcutta University.* The present position in life of each has been ascertained and registered opposite each name, and the following is an analysis of the employment which has been given to these, the best taught and most promising members of the rising generation. Of the whole one hundred and twenty-eight students, fifty-one are still under instruction, seven are without employment, and nine have private occupations; consequently, sixty-one of these young men have entered the service of Government. Of this number (61) *twenty-nine* are employed in this Department, and *twenty* in the corresponding Departments of Bengal, Oudh, &c. Of the remaining *twelve, five* are employed in the Public Works Department (as computers chiefly), *six* are English writers in Magistrates' Offices, and *one* has risen to the really responsible, and to natives much coveted, rank of a Tahsildar (Ajmere). Several of the above who have entered the Educational Department have distinguished themselves highly by their conduct and success, and their good influence will be of much advantage indirectly to the Government. Probably many more would have received appointments in executive and administrative branches of the service, where their influence and example would render them more directly valuable to the Government, had they the means of introduction to officers who have the patronage.

145. His Honor's Resolution No. 1578A., dated 9th May, 1866, has expressed the satisfaction of the Local Government that the employment of natives trained in Government and other Schools is becoming more general; and it appears that 79 out of 162 persons, appointed for the first time under Government on salaries varying in value from Rs. 10 to Rs. 150 in 1864, received this kind of education; and that 85 out of 123 represented the proportion in 1865.

This information is derived from statements furnished by the heads of Departments; and I have, since the issue of the above order, been permitted by His Honor to examine the amalgamated Schedules in the Secretariat Office.

I find in 1864 the number of *Natives* employed for the first time was 142 (91 *Hindus* and 51 *Musalmans*), and that 71, *exactly one-half*, of these were educated in *Government Schools.* In 1865, the number of Natives appointed in all departments was 102, and of these 43 were educated at *Government Schools.*

The annexed table shows the distribution of patronage in the various Departments:—

Departments.	1864.		1865.	
	Number of appointments made.	Number of persons educated at Government Schools taken.	Number of appointments made.	Number of persons educated at Government Schools taken.
Judicial, ...	14	2	12	1
Revenue, ...	45	15	38	13
Public Works, ...	15	15	4	4
Police, ...	13	6	3	1
Jail, ...	26	7	19	6
Education, ...	29	26	26	18
Total, ...	142	71	102	43

From whence it appears that in all Departments except Public Works and Education, *the preference is given to privately educated students.*

In 1864 *four* students from Mission Schools were appointed, and in 1865 *fourteen* in all Departments. Other curious particulars with respect to age and average salary, &c., have been extracted, but need not be given here.

The return is a most useful one, and will be a most useful and reliable adjunct to general Educational statistics.

SECTION VIII.

146. *The English Language in Education in India.*—The spread of the desire for instruction in English is progressive. During the last four years it has been very rapid. Mr. Cann quotes a letter addressed by his predecessor in the I. Circle to one of the native officials in the Department, as a proof of the changes which have been effected. I extract this :—

"Mr. Reid has recommended the removal of the Anglo-Vernacular School, "which has not got on well at Roorkee, to Allygurh, and as soon as Go- "vernment sanction is received the transfer will take place. I am most anxious that "the school should succeed in its new locality, in order that we may be encouraged "to establish others at other sudder stations. Unfortunately the Anglo-Vernacular "Schools at Budaon and Shahjehanpore were more or less failures, and there seemed "little or no opening for English instruction in these Provinces. I shoud like much, how- "ever, to see more English Schools at work, if possible; and I take much interest, there- "fore, in the success of the experiment about to be tried at Allygurh, and should be "glad to see you in charge of the district to look after this school, and give it a fair "chance of flourishing."

147. "The above is an extract from a letter written by Captain Fuller in March, "1858, proposing to Pundit Gopal Singh his transfer as Deputy Inspector from the "Agra to the Allygurh District; it is quoted to show that, eight years ago, not only was "there no English School in the Meerutt Circle, but moreover that the experiment of "establishing one had been tried at Shahjehanpore, at Budaon, and at Roorkee, and had "failed. The Allygurh School, however, did flourish, and has borne fruit: witness "its roll of 200 scholars, and the extension of its branches to Hathrass, Sikandra Rao, "and Atrowlie.

148. "In 1862, four years after the Allygurh School was opened, 952 native stu- "dents of English were found in the I. Circle, exclusive of those in the Bareilly College, "*viz.*:—

	Scholars.
"In 4 Government Schools, ...	352
"2 Private Ditto, ...	50
"10 Mission Ditto, ...	500
"Private students, ...	50
	952

"Afterano ther interval of four years, we have, as noticed in para. 13 of this Report,—

	Scholars.
"In Government and Aided Schools,... ...	3,972
"To which may be added—	
"Normal School Pupils, ...	200
"Pupils in Night Schools, ...	200
"Private Students,	200
	4,572

"Making together more than 4,500 readers of English, or more than quadruple "the number that could be found four years ago. This has been brought about in a great

" measure by the increasing demand for English writers in the Railway and Telegraph " Departments, and of late in Government, Judicial, and Revenue Offices. A recent order " for the introduction of English figures in keeping district treasury accounts spread at " once through the Circle; and now in the best Tahsili Schools the senior classes can " work sums in English figures—and the introduction of an English Primer as one of the " test-books in the Examination for entrance to what was before a purely Vernacular " Department of the Roorkee Civil Engineering College, has driven many Tahsili teach- " ers and their first-class boys to seek the assistance of the English School teachers in " acquiring at least so much of English.

149. " Thus the extension and improvement of English Schools make these " growing requirements possible of satisfaction, and the requirements exercise a stimula- " tive reaction upon the schools.

" Hitherto the desire of thereby obtaining more lucrative employment has been the " chief incentive to an acquisition of English; but, as young men come up able really to " appreciate an English book, we may look for a still more rapid increase of English " readers. Intelligent native gentlemen are beginning to understand that knowledge " up to date is not to be found in their own literature, and that it is more profitable to " teach their sons English than to wait until translations be made for them."

150. It is satisfactory to find indications, such as those above noted, that the desire for instruction in English is not necessarily to be attributed to the hopes of Government employment, but that a change in literary tastes among the upper classes is dawning. Poor and unscholarly as much of the knowledge of English acquired—especially by those who begin to study late in life—is by necessity, yet under circumstances in which it is not abstract knowledge, but the mental and moral improvement of a race of men, which is the object of encouraging education in India, I shall not be thought to advocate an unsound and unscientific principle when I say that a *smattering* of English is better than no English at all.

151. The Inspector of the II. Circle mentions the expectation of the zemindars of Furruckabad that, on the completion of the new settlement, the Government will provide English Schools, in place of Halqabandi. The provision of Zillah English Schools at each sudder station is all that the Government can be expected to undertake; and the Inspector has, it is presumed, taken care to disabuse the people of any false expectations prejudicial to private enterprise.

152. The Inspector of the III. Circle informs me that he expects to be able to announce subscriptions at several other places in the Circle for English tuition. He has now twelve schools in which a subscription and equivalent grant-in-aid maintain an English teacher.

153. On the whole, I reckon that the number of students of English in Government schools is about 6,500, and in aided schools, 9,229; it is probable that there are at least 500 private students in addition; rough total, 16,000. The English scholars, according to last year's estimate, are 4,592 in Government schools, and 6,674 in private.

SECTION IX.—BOOKS.

154. Book sales by the Curator, Dr. W. Walker, through indents made upon the Depôt by the Inspectors and their subordinates only, are registered in the annexed Schedule:—

Circles.	Copies.	Value.		
		Rs.	As.	P.
I. Circle, ...	1,02,820	12,700	15	7
II. "	53,107	7,336	1	7
III. "	29,094	6,020	8	3
Kumaon and Gurhwal, ...	8,678	1,418	7	9
Ajmere and Mhairwara, ...	2,631	311	8	3
Total, ...	1,97,230	27,782	4	5

The corresponding sales last year were 1,85,470 copies, at a value of Rs. 28,181-15-5.

155. The number and value of the books sanctioned for printing and purchased for the use of the Department during the year of report is given below, with short notice of contents :—

List of Books, &c., Sanctioned for Purchase and Printing during the year 1865-66.

No.	Name of Book.	Number of Copies.	Cost. Rs.	As.	P.	Remarks.
1	Persian Grammar, ...	1,000	267	4	6	In Urdu.
2	Map of India, ...	500	54	12	3	Hindi.
3	Chota Bhugol Hastamalak, ...	2,000	145	5	6	Hindi Geography, by Babu Siva Prasad.
4	Dairah Ilm, ...	5,000	204	7	1	Urdu class-book for beginners.
5	Jugut Bhugol, Part I., ...	2,000	300	0	0	Hindi Geography.
6	Do. do. Part II., ...	2,000	400	0	0	Ditto.
7	Course for the 1st Examination in Arts of 1866, ...	10	42	4	0	
8	First Geography, ...	200	16	12	0	English—published in Calcutta.
9	History of Greece (Urdu), ...	150	93	12	0	Published by the Scientific Society.
10	Howard's Grammar, ...	1,000	562	8	0	English—published in Bombay.
11	Slates, ...	5,000	1,250	0	0	
12	Natijah Tahrir Uklaidus, Part II., ...	1,000	354	7	9	Deductions in Euclid by the Dy. Inspector, Bulundshahr.
13	Gyan Chalisi,...	5,000	93	10	1	Hindi prize-book.
14	Pundnameh Kashtkaran, ...	2,000	131	3	6	Hindi hints on Agriculture.
15	Jugrafia Alum, Part I., ...	2,000	193	1	8	Urdu Geography, by Ishri Pershad.
16	Ditto ditto, Part II., ...	2,000	202	5	11	Ditto.
17	Miftahool Qawaid, Part I., ...	5,000	238	10	6	For beginners in English, by Sada Sukh Lal.
18	Risalah Qawaid Urdu, Part I., ...	5,000	234	6	0	Urdu Grammar (easy).
19	Ditto ditto, Part III., ...	1,000	278	0	2	Ditto (more difficult).
20	Grade Lesson Book, in 6 standards,...	6,000	2,130	5	4	Revised Code readers.
21	English Primer, ...	10,000	403	11	9	Edited by H. Templeton, Esq.
22	Misbahool Masahut, Part I., ...	5,000	357	1	7	On surveying.
23	Outlines of Geography in English, ...	500	140	10	0	
24	First Geography, ...	500	41	5	0	
25	Ishwarta Nidurshun, ...	2,000	169	0	7	Hindi prize-book,
26	Itihas Timur Nasak, Part I., ...	10,000	1,706	11	11	2nd Edition (Babu Siva Prasad's History of India).
27	Readings in English Poetry, ...	1,000	54	4	3	
28	Bucchon ka Enam, ...	2,000	62	8	0	For prizes to children.
29	Gol Prakash, ...	1,000	118	3	0	Geography.
30	Hitopdesh, ...	1,000	80	10	5	Prize-book.
31	Map of District of Etah, ...	500	132	12	3	In Hindi.
32	Ditto Mynpoory, ...	500	132	12	3	Ditto.
33	Ditto Agra, ...	500	132	12	3	Ditto.
34	Ditto Muthra, ...	500	132	12	3	Ditto.
35	Sowanah Umri, ...	500	109	6	0	Persian stories—prize-book.
36	Map of Hindustan, ...	2,000	343	12	0	Hindi.
37	Dushumlabh Dipika, ...	3,000	185	14	10	Decimals in Hindi.
38	Istri Siksha, ...	3,000	252	4	2	Girls' school lesson-book.
39	Dhurum Singh ka Vrittant, ...	20,000	625	0	0	Hindi tale—class-book.
40	Shoodh Durpun, ...	5,000	230	6	1	Hindi prize-book.
41	Muzhur-ul-Koodrut, ...	2,000	241	3	6	Urdu prize-book.
42	Natijah Tahrir Uklaidus, Part I., ...	2,000	517	15	0	Deductions in Euclid, Part I.
43	Bij Ganit, Part I., ...	5,000	1,276	0	7	Hindi Algebra, Part I.
44	History of Greece, Part II. (Urdu),...	150	131	4	0	Published by the Scientific Society.
45	Guldustah Ukhlaq, Part I., ...	5,000	703	4	0	Urdu reader.
46	Treatise on English Farming, ...	20	30	0	0	
47	Jouhur-i-Aql, ...	100	41	11	0	Urdu prize-book
48	Mubadi-ul Hisab, Part I., ...	20,000	2,885	0	0	Urdu Arithmetic.
49	Elements of Geometry in the 1st 6 Books, with the 11th and 12th of Euclid, ...	200	125	0	0	
50	Hiley's Grammar, ...	500	1,250	0	0	
51	Copy Lines in Books Nos. I. to VIII. and XII., ...	1,800	400	0	0	
52	Risalah Qawaid Urdu, Part II., ...	5,000	513	11	0	Urdu Grammar.
53	Marshman's History of India, ...	50	53	11	0	
54	Ukhlaq-i-Nasri, ...	20	22	0	0	Urdu prize-book.
55	Readings in English Poetry, ...	1,000	71	2	9	
	Total, ...	1,58,700	20,867	1	8	

156. The Inspector of the III. Circle informs me that a Benares bookseller has sold upwards of Rs. 4,000 worth of Educational works during the year, of which

Rs. 2,000 were taken from the Curator; and that this kind of sale has relieved the Department of much extraneous work.

158. The Superintendent of the Government Press has my acknowledgments for his efforts to reduce the price of new editions of works in common use in the schools. He has given me a list of 13 works printed during the year, at an average selling price per single copy of 2½ *annas*, instead of 3 *annas*—the average selling price for a single copy of the last edition.

CONCLUSION.

158. My unexpectedly prolonged absence on leave in England on medical certificate prevented my personal examination of schools during the early part of the cold season of 1865-66; but information gathered and recorded by the Officiating Director during that part of the season has sufficiently supplemented my own observations; and it is with much satisfaction that I have now been able to record progress in every direction, not so much in numbers or figures, as in soundness of instruction. His Honor will have noticed with approval the care and judgment of my *locum tenens*, Mr. Cann, during the period in which he administered the Department. My own acknowledgments are due to him, as heretofore, for the care and ability with which he has officiated for me; and I regret that his health has just now failed, so as to render a temporary absence necessary.

159. I desire permission to convey an expression of His Honor's approbation to Messrs Anderson and Griffith, Inspectors of the II. and III. Circles, and to the Assistant Inspectors, Messrs. Constable, Platts, and Siva Prasad, the last of whom accompanied His Honor on tour in the Benares Division; to Major Smyth and Mr. Goulding, Inspectors of the Minor Circles; to Principals Deighton, Templeton, and Griffith, of the Agra, Bareilly, and Benares Colleges; to Professors Lloyd and Rogers, of the Agra and Benares Colleges,—the first of whom acted as Principal during the time of Mr. Deighton's absence as Officiating Inspector in the I. Circle. I have also to make favourable mention of Mr. Goulding, Superintendent of the Ajmere School, and of Messrs. Marston, Graves, and E. Goulding, Head Masters of the School Departments in the Agra, Bareilly, and Benares Colleges; and of Mr. D'Mello, head Master of Etawah School.

I have, &c.,

M. KEMPSON, M.A.,

Director, Public Instruction, N.-W. P.

MUSSOORIE:

May 22nd, 1866.

APPENDIX A.

CIRCULAR No. 91 OF 1865-66.

Addressed by the Director of Public Instruction, North-Western Provinces, to the Heads of the Colleges, on the subject of the Departmental Examination of 1865.—Dated Budaon, the 22nd February, 1866.

SIRS,

I have the honour of communicating for your information such of the remarks of the Board of Examiners * for 1865 as are more particularly deserving of your attention. The opinion of the Examiners is so generally favourable, and the papers I have myself examined are so clearly indicative of progress, that the results of the year's labours are not only a matter of satisfaction to me, but of congratulation to yourselves and the Professors and Teachers under you.

2. The meagre information to be elicited from the Syndicate of the Calcutta University in the matter of Examination results, and a certain injudiciousness in the style of some of the papers set, lead me to attach less consequence to failures in their Examinations, when the students who fail are known by their tutors to have worked diligently. You have been requested to report your opinion in each case.

3. The able exposition of the duties of Examiners and Examinees which he has published in the *Agra and Delhi Educational Magazine* will have prepared you to look for Mr. Willmot's opinion, as an Examiner in English Literature, with anxiety and interest; and when he says,—" Speaking absolutely, the Examination is extremely " satisfactory in all respects," his judgment may be welcomed as an encouragement to all concerned.

4. He goes on to say,—" I think, in the work of all the classes of all the insti- " tutions, there is evidence of the four essentials of good education—care and ability in " the student, and care and ability in the teacher. I do not say this from having been " pleased by the style and knowledge of a few, or even of many, of the pupils' papers; but " from observing *a singular levelness* in the classes. I do not find in all the names any " examples of peculiar capacity or incapacity—the worst answers in every class are in " every case respectable; and I am of opinion that merit in the 'tail' of a class is the " best evidence of hard work in teacher and taught alike. In some of the classes I have " considerable difficulty in selecting the best answers, and in some cases it is possible " that a different Examiner or a different paper would have produced a different order of " merit. I think, too, I find in the Colleges of Agra, Bareilly, and Benares a very con- " vincing symptom of healthy condition. The *lower classes are better, comparatively, " than the higher*, so that, whatever be the success of those institutions at present, " there can be no doubt that it will be much greater year after year."

5. *Senior College Class.*—The following are Mr. Willmot's remarks on the essays of the head class :—" I do not think that the essays of this class (Senior College " Class) were as much better than those of the junior classes as I should have expected; " nor is their *style* so good. Indeed, in *style* they fall below all the classes of the " Benares College and School. For men who have passed the first Arts Examination, " their spelling is bad and their carelessness as to expression and punctuation extremely " injurious to their making marks. I find, among other mistakes, the following :—

" Cattles.
" Honycomb.
" Rays of Moon.
" God of Sun."

6. On their general subjects he says,—" Their answers in prose are better than " those in poetry; and in poetry the 'Tempest' is far better got up than 'Hyperion.'

* E. Willmot, Esquire, M.A., Examiner in English Literature; E. E. Rogers, Esquire, M.A., Examiner in Mathematics; J. S. Graves, Esquire, Examiner in History, Geography, and Moral Philosophy; Pundit Ramjason, Examiner in Sanskrit, Hindee, &c.; Moulvie Muhammed Ahsan, Examiner in Arabic, Persian, &c.

"I mention this last fact for the guidance of their future reading. The historical part "of the prose paper was extremely well answered."

7. *Junior College Class.*—Of the Junior College Class he says,—" Of these, the " Benares class is doubtless the best, the Agra second, and the Bareilly last. It was " perhaps to be expected that a class of 6 like the Bareilly could hardly come up to the " standard of the smaller classes of the other Colleges. The following is a comparative " table :—

Colleges.	Poetry.	Prose.	Essay.	Total.
Benares, ...	26·5	23·	31·25	26·91
Agra, ...	21·	21·66	30·66	24·44
Bareilly, ...	24·5	17·66	21·3	21·166

It will be seen that the Benares College is first in every subject, and the Agra second, except in poetry; also that the essays from Bareilly are very inferior to those from the other two Colleges. The style of the Benares papers is extremely good—indeed it leaves nothing to be desired; that of the Agra College is also very fair; while the Bareilly answers are far behind the other two in this point.

8. *Second School Class.*—The annexed table is the Examiner's. He adds,—" In " this class, *Gunga* " *Saran*, of Agra, and " *Runjit Singh*, of " Bareilly, are first, " on a mean of 38 " marks: in both " cases they are far " ahead of their class

College or School.	Poetry.	Prose.	Total.
Benares, ...	27·57	21·57	24·571
Bareilly, ...	22·66	22·	22·33
Agra, ...	23·58	19·	21·29
Ajmere, ...	11·75	21·75	19·25
Etawah, ...	14·875	19·	16·94

" fellows. The three next in order are all students of the Benares School. The style of " the papers from Benares far excels that of all the others,—Agra being in that respect " certainly second. This remark applies with equal truth to the work of all the classes " which I examined. The Benares answers are generally free from more than the " necessary bad spelling: the chief point in which I should like to see correction is this " sort of dictionary fashion of answering:—'The contemporaries of Pope, Alexander, " were Goldsmith, Dr., and Cowper, Mr.' The Battle of Waterloo, too, in Baynes' " Essay (so-called) was mistaken (not unnaturally, perhaps) for the Siege of Troy by " more than one student.

" The Bareilly boys fall short in style: their papers are comparatively diffuse and " irrelevant, and they misuse the definite article in the true Oriental manner. Gener- " ally, too, they parse in a sort of mercantile manner which is far from pleasing " thus,—

" 'Breast,	C. Noun.
" 'Ditto,	S. Number.
" 'Ditto,	3rd Person.
" 'Ditto,	N. Case.
" 'Ditto,	&c., &c.'

" Of the Agra class, I find in my notes that the *subject* is far better known than " the *language*; the *particular* questions are all answered well, the general questions " badly. The *Calcutta University Course* seems to have received more than its fair share " of labour, to the neglect of grammar, &c."

9. *Third School Class.*—The Examiner's table and remarksare as follow :—

" At the head of all stands *Kashi Pershaud*, of Benares, with an average of 34.5 " marks. *Sham* " *Lall*, of Agra, is " second, by two " marks less. I " have no remarks " to make on the " work of this " class, except to " point out to the Ajmere boys the necessity of only writing on one side of their paper."

College or School.	Poetry.	Prose.	Total.
Benares, ...	27·26	28·83	28·05
Agra, ...	24·529	23·411	23·97
Ajmere, ...	21·	22·8	21·9
Bareilly, ...	21·27	20 41	20·84
Etawah, ...	16·88	17·88	17·388

10. The Report of Mr. Rogers, the Mathematical Examiner for this year, is the most satisfactory I have had the pleasure of receiving on this subject. He says,—" With " the general result of this Examination I am perfectly satisfied. The papers sent up " to me were generally good, many were excellent, and scarcely any very bad."

I find grounds in an opinion thus expressed for believing that the shortcomings of former years are being gradually amended, and that the instruction has improved in method.

11. *Senior College Class.*—The Examiner's particular remarks are as follow :—

" In the College Department, the Senior Class had but three students, all of Be- " nares College. Of these, Bholanath Roy deserves especial praise for the general " good style of his papers, and for the neat solution of his dynamical problems. The " other members of the class showed a good and accurate knowledge of the principles " of the physical subjects, but had little power of applying them to the solution of pro- " blems."

That this class, considering the effectiveness of the early training of the students who compose it, should have succeeded at all in higher subjects, is due to Mr. Rogers' own tuitional labours.

12. *Junior College Class.*—" Of the Junior College Class, Lukshmi Shunker, of " Benares College, was decidedly the best. I considered that he passed a most credit- " able examination : the style of his papers was clear and good. Dila Ram, of Bareilly " College, passed a very good examination in trigonometry. Mohendro Nath, of Be- " nares College, sent up good average papers in both subjects. With the above excep- " tions, there was a great amount of pure carelessness displayed in this class. Few had " taken the trouble to learn their algebraical definitions. I had only two correct defi- " nitions of an equation of condition and of an equation of identity. Not one student of " this class defined correctly 'when an equation was said to be solved,' and not one found " all the values of the unknown quantity in the first equation of the second question " in the algebra paper. As there is a fixed text-book in algebra for the Colleges in the " North-Western Provinces, there can be no excuse for students inventing such defini- " tions as the following :—

" ' An equation of identity is one in which nothing is put equal to something. An " equation of condition is one in which something is put equal to nothing.'

" 'A geometrical progression is the reverse of an arithmetical.'

" I am glad to say, however, that the trigonometry papers were much better. " Although few examples were correctly worked, yet the class generally had evidently " taken much pains to understand the first principles of this branch of mathematics. " Although the Agra students did not obtain a high average of marks, they wrote out " clearly and well all the questions they answered."

This class seems from the above to have done worse than any other. Failure in fully comprehending the principles of algebra is too common to excite surprise. They

are difficult in themselves, and both teachers and pupils, in their haste to get to the pleasanter, because mechanical, operations of the science, are very apt to slur over definitions and explanations.

13. *School Class.*—I quote the Examiner's remarks here in full :—"In the "School Department, the Ajmere Institution has greatly distinguished itself. In both "classes it has obtained the highest percentage of marks.

"In the Second School Class, Gunga Saran, of Agra, and Buldeo Pershad, of Etawah, "were so nearly equal in merit that it was difficult to decide to whom the place of ho-"nour belonged. In this case if either one had sent in neatly-written and well-arranged "papers, he would certainly have had the preference; but both were sadly wanting in "this particular. I must here notice that generally the papers of both the Ajmere and "Etawah boys were extremely good in matter, but in style as awkward as bad writing "on both sides of coarsely-ruled paper could render them. There is much room for "improvement in this matter both in the Agra and Bareilly papers. Although the "Benares classes obtained a low average of marks, yet their papers were always neat "and clear: they did little, but they lost fewer marks than the corresponding classes of "the other institutions. The Euclid papers were generally well done. I consider that in "a large class like this, when a large proportion are able to write out three or four pro-"positions of Euclid without a mistake, and when many did more or less correctly several "geometrical exercises, it shows an amount of care and industry on the part of the "teachers of the component classes that is worthy of the highest commendation.

"In arithmetic and algebra I cannot say that I am satisfied with this class. The "questions were not difficult, and yet, with the exception of Buldeo Pershad and Baij "Nath, of Agra, all made most careless and inexcusable blunders. For example, Jawala "Pershad, of Agra, sends four wrong solutions of four equations. It is extraordinary "that boys who might do well with ordinary care should lose time and marks by ridicu-"lous mistakes in multiplication and division. Wazir Ali, of Bareilly, after deciding "that the interest on £333-6-8 for 9 months at 3½ per cent. per annum is £373-2-5, "regrets that he has no time to finish the paper.

"In the Third School Class, Nursing Dass, of Etawah, obtained the very high aver "age of 78 per cent: his Euclid paper was very creditable; his arithmetic also was re-"markably good. Madho Dass, of Agra, Kashi Nath Singh, Kashi Pershad, and Ajoo-"dhia Pershad, of Benares, were very good.

"In this class generally the Euclid papers were very much superior to the arith-"metic and algebra ones. I think that the necessity of strict accuracy in multiplication "and division should be formally impressed upon this class—the mistakes in this one "particular were most numerous. This is clearly a matter of pure carelessness, although "Gopee Narain, of Agra, after failing to find the greatest common measure of two given "numbers, writes at the end of his paper :—'2,71,467, 31,599 seems to me wrong "quantities, Sir.'

"In conclusion, I consider that the classes have shewed a good and satisfactory "knowledge of the subjects generally; although in the particulars I have pointed out "they fell below my expectations, in others they far exceeded them."

The impertinence of addressing the Examiner after the fashion of the Agra student named by Mr. Rogers has been too often brought to my notice, and through you to the students, to be passed over.

Gopee Narain, Agra College, is disqualified from holding a scholarship, should his position entitle him to one, during the current year.

14. *College Classes.*—The Examiner in History, &c., has justly more fault to find with the ignorance displayed than the Examiners in other subjects have. The uts-

dents in the College classes, though all are men who have passed the Calcutta University Entrance Examinations, have failed generally in history. The majority of the papers are disfigured by mistakes, arising from carelessness in getting up the subject. Many students who know better have not taken the trouble to spell correctly, particularly students in the Agra and Bareilly Colleges. Mr. Graves reports Dabi Pershad, of Agra, and Bahadoor Singh, of Bareilly, as having "tried but four questions, and in these failing lamentably." Both of these students will be punished by the deprivation or partial deprivation of their scholarship allowances. Had the Examiner mentioned more names, I should have inflicted a similar punishment on all. Next year the Examiner will be requested to name every student whose replies indicate carelessness in any shape.

15. *School Classes.*—The School Classes cannot be said to have done better. The Examiner's remarks are,—" The best paper in this class is furnished by Gunga Saran, " of the Agra College, whose answers are very full and to the point; but as a class, the " Ajmere boys have done best, 5 out of 8 gaining more than half marks. Gholam " Ali lost many marks in history, owing to his bad spelling. The Agra and Benares " boys have passed a fair examination in Indian geography, but are very deficient in " history and in the geography of England. Such mistakes as the following are pretty " general throughout the papers of both institutions:—'Mahomed Ghory's successor " was Subuk Tugeen.' 'The English and French formed a Company, called the United " East India Company.' 'The English commander was Major Stringer Lawrence " Clide.' 'Northampton and Durham, Yorkshire and Kishire' (?). Cumberland and " Westmoreland are named as counties on the English Channel. Morecambe Bay " and Solway Frith as *Capes* on the east coast. Their spelling of proper names, too, " both historical and geographical, is greatly to be censured. I give a few specimens:— " Alexangender, Drias, Terindatore(Trinidad), Assex, Fumburgh, Franch, Mercce, Ken- " terbarry, Kind (Kent). The above are taken at random from the papers of both Col- " leges. Similar mistakes occur frequently in the Etawah papers: Chester, Stockport, " Birkenhead, and Gloucester are given as southern *countries;* Carolina and California " as British colonies; Labrador, Plymouth, and Birmingham are spelt, 'Limbrador;' " 'Flymouth;' and 'Bremungham.' The Bareilly papers contain fewer mistakes of " this description, their principal faults being incompleteness of answers and want of " punctuation."

The Third School Class has passed a very similar examination to the above, but I am not inclined to look so harshly on their performances, for written examinations in a subject of this kind are a very severe trial to boys who are but just beginning to understand English with any degree of grammatical certainty. I shall, however, take notice of all cases of carelessness specially mentioned by Mr. Graves: for instance, Jowahir Singh and Thakoor Pershad, of Benares, and Hur Sahoy, of Etawah, are reported to me as having sent up no answers whatever in geography.

16. I wish the teachers and students clearly to understand that the Examiner (for 1866) in History and Geography will be required to mention the names of all boys who show signs of gross carelessness in these subjects, either in point of bad spelling or incorrect information; and that all such boys will be punished by special order.

17. Moulvi Muhammad Ahsan, of the Bareilly College, was entrusted with the examination in Arabic, Persian, and Urdu. As regards Arabic, you would not be prepared to expect any large amount of success. It is a new subject, and was introduced into the course of study with a view to enabling the boys to prepare for the Calcutta University Examinations, in which the Vernacular languages are no longer allowed to count as a second language in conjunction with English.

Junior College Class.—The Junior College Class in the Bareilly College is reported to have done fairly in Arabic grammar.

18. *Second School Class.*—The Second School Class ought to have been generally prepared in Arabic grammar, Persian, prosody, and translation in Urdu. I can pass over failure in the three first-named subjects more easily than in the last. It is discreditable to find the whole class failing in their Persian subjects, and you are requested to reprimand the Munshis in charge; but for a general failure in easy translations from English into Urdu and *vice versâ*, I was not prepared. The Moulvi reports:—

"The translations of this class are not satisfactory. Only six or seven lines in Eng-"lish were given to be translated in Urdu, both literally and idiomatically, and the "Urdu for English translation did not exceed eight lines, while the time allowed for their "translations was full four hours: hence, as there was ample time and little to do, the "translations ought to have been nice and faithful, but on the contrary some have "given two English translations, some have omitted the literal translation, while "some put down nothing but what their ideas suggested to them at the time. Poor-"no Chand, of Ajmere, is worst in this respect."

The ridiculously absurd translations of the student named are given by the Moulvi at length in his Report; and his reason for bringing such defects to light is to warn the students generally of their failure in a very important part of their education. I am afraid that carelessness, as in history and geography, has much to do with failure. The Examiner next year will be required to name every student who shows signs of neglecting his studies.

Third School Class.—The Examiner reports:—"The Third School Class was "examined in two subjects only,—Muntakhibat-i-Farsi and translations. Etawah School "did not send good papers, with one exception. Hur Sahoy and Teeka Ram's papers "especially were very defective. The best papers in Muntakhibat-i-Farsi are those of Jafur "Hossein, of Agra College, and Ishri Pershad, of Bareilly College. Translations from "English into Urdu are generally good; but in those from Urdu into English, Mosahib "Hossein and Kashi Pershad, of Benares, have taken the lead. Four, of five boys of "this class in Benares and Bareilly Colleges, are backward in Persian. However, as it "is the first time for this class to give a written examination, I think the result is not "unsatisfactory."

20. The examination in Sanskrit, Hindi, and Bengali was entrusted, as last year, to Pundit Ram Jason (Benares College). No students of the Bareilly College were examined. The general success of the students who took up Sanskrit is a contrast with the results of the Examination in Arabic; but it must be remembered that Arabic is a rare accomplishment for Hindoos. Were the majority of our students Musalmán, the tables would be turned.

21. *Senior College Class.*—I give the Pundit's Report *in extenso.*—"In this "class two students came up from Benares in Bengali. Both of them gave fair answers "to the questions that were set in that language, and sent nice translations."

Junior College Class.—"There were only four students from Benares College who "passed the examination in Sanskrit. Out of these students, some are very good, "some are tolerable, and none very bad. Their translations were generally good, and "the answers given to the questions on Sanskrit language satisfactory.

Second School Class.—"There were students from Ajmere, Agra, Benares, and "Etawah. Ajmere stands first, the average number of marks gained by the students "being 64·2; Benares comes the next, the average being 53·68; Agra is third, and "its average is 48·75; Etawah is the last, having 44·5 for average. The students of "Ajmere have sent up very good papers, and their answers seem more like the answers "given by Pundits than by students. Some of the students of Benares passed their "examination in Bengali, and others in Hindi. In general the results are satisfactory. "The Benares students fall short in orthography. The Agra students seem to have done "very little in their book-work, for, whenever they were required to decline a word in "Sanskrit, then they took the declension of a single word at hap-hazard as their model, "and declined other words accordingly. Madhuri Pershad, of Agra, sacrificed the pre-

"cious time of examination in trying to find out mistakes in questions where there were "really none: instead of answering questions properly, he set himself to find out mis-"takes nearly in all the questions, and wrote the papers of his answers in the form of "notes. There was only one student from Etawah whose answers were tolerable."

Third School Class.—"Ajmere stands first. Hurnarayan, the first boy, deserves "great praise for his Sanskrit answers and translations. The students of Benares are "in general good. Some of the Agra boys have done badly. Etawah is tolerable. "The average of Ajmere is 60; of Benares, 52·85; of Agra, 39·6; and of Etawah, 38·18.

"Taking a general view of all the institutions, Ajmere has done the best, Benares "the next, and Agra and Etawah the last."

22. The Agra student, Madhuri Pershad, who took upon himself to correct his Examiner, is disqualified from holding a scholarship or receiving a prize, if entitled to either, in other subjects. If he offends again in a similar fashion, he will be degraded.

23. I have only further to request you will cause the results of the Examination as herein communicated to be made generally known in the institution under your control, and to add that the Examiners' Reports are available at any time for your perusal in their original form, should you wish to see them.

I have, &c.,

(Sd.) M. KEMPSON, M.A.,

Director of Public Instruction, N.-W. P.

APPENDIX B.*

The students of the Agra and Bareilly Colleges have frequently in the Departmental Examinations been pitted against each other in literature, history, and mathematics; but their remained still one subject more in which each College was anxious for a trial. A meeting was accordingly arranged between the two Colleges, to take place as soon as the vacations began and those other abstruser sciences had been disposed of, in order to test each other's mettle in "physical science." The following list declares the results of the competition:—

Cricket-Match played on the Agra College Tahsili Boarding-House Cricket-Ground, between the Bareilly and Agra Elevens, on the 19th December, 1865.

BAREILLY.

1st Innings.		*2nd Innings.*	
1. Makhan Lall, bd. Deo Pershad,	2	bd. T. Harris, ...	2
2. Abdool Mujid, ct. Gulzari Mull, bd. T. Harris, ...	1	ct. and bd. Deo Purshad,... ...	7
3. Jahan Singh, ct. Murli Dhar, bd. Deo Purshad, ...	2	l. b. w., bd. Deo Purshad,... ...	8
4. Ibrahim Ali, bd. Deo Purshad,	3	Run out, ...	6
5. Jagan Nath, bd. T. Harris, ...	3	ct. and bd. T. Harris, ...	2
6. Dalthaman Singh, bd. T. Harris, ...	1	bd. Deo Purshad, ...	0
7. Girdhari Lall, bd. Deo Purshad, ...	0	bd. Deo Purshad, ...	3
8. Baccha Lall, ct. Gulzari Mull, bd. Deo Purshad, ...	0	bd. T. Harris, ...	0
9. Korah Mull, not out, ...	7	ct. Murli Dhur, bd. Deo Purshad,	3
10. Jawala Dat, ct. Murli Dhar, bd. Deo Purshad, ...	1	bd. Deo Purshad, ...	1
11. Ramji Mal, bd. Deo Purshad,	0	Not out, ...	0
Byes, &c., ...	0	Byes, ...	5
Total, ...	20	Total, ...	37

* From the *Agra and Delhi Educational Magazine.*

AGRA.

1st Innings.

1.	Deo Purshad, bd. Ibrahim Ali, ...	31
2.	Gajja Dhar, bd. Ditto, ...	4
3.	Kedarnath, bd. Ditto, ...	6
4.	Harris, c. Dulthaman Singh, bd. Ibrahim Ali, ...	37
5.	Murli Dhar, bd. Ibrahim Ali, ...	10
6.	Jawala Purshad, bd. Ditto, ...	5
7.	Gulzari Lal, not out, ...	25
8.	Hur Bhajan Lal, ct. Girdhari Lal, bd. Ibrahim Alli, ...	0
9.	Gulzari Mall, ct. and bd. Dulthamun Singh, ...	11
10.	Chidami Lal, ct. and bd. Ditto, ...	4
11.	Kunhya Lal, bd. Ditto, ...	8
	Byes, ...	1
	Leg Byes, ...	3
	Total, ...	145

ATHLETIC GAMES.

Race of Half a Mile, open to all comers.

Seven entered.—Four Prizes.—Time 2m. 42 sec.

1.	Murli Dhur, ...	Rs. 5
2.	Deo Purshad, ...	„ 3
3.	Mohindar Singh,...	„ 2
4.	Jawala Purshad, ...	„ 1

Race of Quarter of a Mile, open to all comers,

Eighteen entered.—Two Prizes.—Time, 1m. 15 sec.

1.	Gandan, ...	Rs. 3
2.	Muthura Purshad, ...	„ 2

Race of 100 yards, open to all comers.

Thirteen entered.—Two Prizes.—Time, 12 sec.

1.	Murli Dhur, ...	Rs. 2
2.	T. Harris, ...	„ 1

Race of Quarter of a Mile, for boys under 14 years.

Six entered.—Three Prizes.—Time, 1m. 25 sec.

1.	Gulzari Lal, II., ...	Rs. 3
2.	Ajudhya Purshad, II., ...	„ 2
3.	Bhagwan Das, ...	„ 1

Race of 100 yards, for boys under 14 years.

Five entered,—Two Prizes.—Time 15 see.

1.	Niranjan Lal, ...	Rs. 2
2.	Hurgobind, ...	„ 1

Throwing the Cricket Ball, open to all comers.

Nineteen entered.—Four Prizes.—Distance, 79 yards 2 feet 4 inches,

1.	Deo Purshad, ...	Rs. 4
2.	T. Harris, ...	„ 3
3.	Mohomud Ibrahim, ...	„ 2
4.	Mathura Purshad, ...	„ 1

Throwing the Cricket Ball, for boys under 14 years.

Eight entered.—Three Prizes.—Distance, 38 yards 1 foot.

1.	Niranjan Lal, ...	Rs. 3
2.	Pachkowri Lal, ...	„ 2
3.	Peyare Lal, ...	„ 1

Running Long Jump, open to all comers.

Eighteen entered.—Two Prizes.—Distance, 17 feet.

1.	Murli Dhur, ...	Rs. 2
2.	Karhair Mal, ...	„ 1

Running Long Jump, for boys under 14 years.

Eleven entered.—Two Prizes.—Distance, 12 feet 3 inches.

1.	Niranjan Lal, ...	Rs. 2
2.	Peyare Lal, ...	„ 1

Running High Jump, open to all comers.

Twelve entered.—Three Prizes.—Height, 4 feet 4 inches.

1.	Murli Dhur, ...	Rs. 4
2.	Karhair Mal, ...	„ 3
3.	Kedarnath, ...	„ 2

Running High Jump, for boys under 14 years.

Eleven entered.—Three Prizes.—Height, 2 feet 11½ inches.

1.	Niranjan Lal, ...	Rs. 3
2.	Chuni Lal, ...	„ 2
3.	Peyare Lal, ...	„ 1

A Cricket Bat for the best score and general excellence in all games—T. Harris.

The Cricket Match was hardly so good a fight as was expected, the Bareilly Eleven being clearly over-matched. The part of the game which was best done was the "fielding"—that of the Agra boys being really very smart and good. Two or three very creditable "catches" were made on both sides, and the "run out" between Murli Dhar and Deo Purshad "was good cricket all round." Cries of "bowled," "played," "fielded," though hardly given perhaps with all the sarcastic vehemence of an Eton or Harrow boy at Lords', were common and enthusiastic enough. But (will it be believed) even cricket "chaff," and in the mother tongue, too, was not unheard. As the game progressed, and accidents happened in the field, derisive cheers and time-honoured expressions of "Muff," "Butter-fingers," unmistakably declared the sympathies of the spectators. One native wit was so carried away by partisanship as to cry out, "It's only Makhan Lall; you may run for a week." To those who watch the progress of education in this country, the game has more than the interest of novelty attached to it. If the native lad, by encouragement and training, can be made thus enthusiastically to take to our national game, why, I would ask, should our national schoolboy, our Tom Brown or Jack East, be thought an impossible developement?

The day after the Match was devoted to races, jumping and athletic sports generally, and prizes were given to the best performers. In these, too, the Agra boys had it all their own way. Bareilly playing away from home were necessarily weak. On their own ground, next year, they may have better luck, and pull off a series of victories. The meeting is to be an annual one; and why should not Benares College send its Eleven too? We should then have in the North-West a triad of Colleges—Bareilly, Agra and Benares—whose contests might be as regular, as hard-fought, and, it is hoped, as friendly, as those of Eton, Harrow, and Winchester, at home.

In the evening after the distribution of prizes, there was a display of fireworks, which masters and scholars, victors and vanquished, seemed equally to enjoy.—*Agra and Delhi Educational Magazine*, Vol. II., No. 2.

APPENDIX C.

THOMASON CIVIL ENGINEERING COLLEGE, ROORKEE.

FIRST DEPARTMENT.

1. Candidates for admission to this class must be not under 18 years of age.

2. Applications for admission should be addressed to the Principal, accompanied by a statement of—

The age of the candidate.

The nature of education he has received.

The school or schools at which he has been educated.

The profession, situation and residence of his parents or next of kin—by whom, ordinarily, and not by the candidate himself, the application for admission should be made.

3. The candidate, if the son of Christian parents, is further required to produce a certificate from a Minister, stating that he has been well instructed in the Christian religion, or that he has been confirmed as a member of the Church of England.

4. Every candidate will be required to produce testimonials of good moral conduct, under the hand of the instructor under whom he has been educated, or of some other superior under whom he may have been employed or brought up; and these testimonials should have reference to his conduct during the two years immediately preceding his presentation for admission.

5. A medical or other sufficient certificate should be furnished, stating that the eye-sight of the candidate is perfect, and that he appears to have a sound constitution, such as will enable him to undertake the duties of a Surveyor or Engineer, should he eventually prove qualified for either of these professions.*

6. The Candidate must forward a Certificate of his having passed the First Examination in Arts of the Calcutta University,† or an Examination equivalent thereto, at any recognised University.

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* *Statements relative to a Candidate for Admission to the Thomason College, Roorkee.*

Name.	Age.	Nature of Education received.	School or Schools at which educated.	Name, Profession, and Residence of Father or next of kin.	Remarks.

(*Place and Date*) (*Signature.*)

Papers supplied herewith.

Minister's certificate, as required by Rules.
Testimonials of conduct, ditto.
Medical certificate, ditto.

† This Examination may also be passed by papers sent from Roorkee on the 16th November.

The following is the programme of the above Examination as at present laid down :—

I. LANGUAGES. *

English, and one of the following languages :†—

Greek.	Hebrew.
Latin.	Arabic.
Sanskrit.	

Any other classical language may be added to this list by the Syndicate.

Sentences in each language in which the candidate is examined shall be given for translation into the other language.

The papers in each language shall include questions on grammar and idiom.

II. HISTORY.

The History of England.

The text-book will be fixed from time to time by the Syndicate.

The historical questions shall include questions relating to the geography of the countries to which they refer.

III. MATHEMATICS—PURE AND MIXED.

Arithmetic. Algebra.

The four simple rules; proportion; simple equation; extraction of square root; greatest common measure; least common multiple; quadratic equations; proportion and variation; permutations and combinations; arithmetical and geometrical progressions; the binomial theorem; simple and compound interest; discount; annuities; the nature and use of logarithms.

Geometry.

The first four Books of Euclid.
The Sixth Book of Euclid; the Eleventh Book, to Prop. XXI; deductions.
Plane trigonometry as far as the solution of triangles.

Mechanics.

Composition and resolution of forces; equilibrium of forces at a point in one plane; the mechanical powers; the centre of gravity.

IV. MENTAL AND MORAL PHILOSOPHY.

Mental philosophy as in *Abercrombie on the Intellectual Powers.*
Moral philosophy as in *Abercrombie on the Moral Feelings.*

7. The College Session commences on the 1st November of each year, but new students will not join until 1st January, the above-mentioned preliminary steps having been completed by 1st November.

8. Instruction is gratuitous to students entering into an engagement, on joining the College, to take employment in the service of Government, if found qualified, at the end of their course of study, and to remain in the Government service for not less than three years. Students not entering into such engagement will pay a monthly

* The Examination in Languages will be such as to test a lower degree of competency than what is required for the B A. Degree.

† For the Examinations of 1864 and 1865, Persian, Bengali, Oorya, Hindi, Urdu, Burmese, and Armenian are added to this list.

fee of 20 (twenty) rupees during the period of their attendance at the College. The penalty of quitting the Public Service within the prescribed period will consist in a fine of a sum one-fourth in excess of the fees which would have been paid at the College.

(Notification by Government North-Western Provinces, Public Works Department, No. 3041A., dated 27th November, 1860.)

9. Each student, on admission, is required to makea peposit in the College Treasury of Rs. 100, for the purchase of the necessary class books and instruments for his own use. The books and instruments thus furnished to the student are to be his own property, and any balance of cash remaining on this account at the time of his leaving the College will be repaid to him.

A monthly allowance of 80 to 100 Rs. should suffice for the ordinary expenses of English students of the First Department.

Students of this Department are intended for the Engineer Branch of the Department Public Works. By Government Letter (Public Works Department) No. 1716, dated 7th August, 1863, *eight* appointments in the above Branch were annually guaranteed to properly-qualified students of the First Department. Civilians whose services are not required by Government may accept employment elsewhere (see *ante*, para. 8).

The course of study for this Department is for three Sessions, the Final Examination being held during the first week in May, when those who shall pass the Ordinary Standard will receive certificates as Assistant Engineers, and appointments (if desired) in the Public Works or Survey Departments, under Government. The above Examination is the same as that held by the University of Calcutta, and those who may have complied with the condition required by the University will, on passing the Higher or College Standard, be entitled to the degree of B.C.E. (Bachelor in Civil Engineering.)

SECOND DEPARTMENT—CIVIL.

1. Candidates for admission to this class must be not under 18 years of age.

2. Applications for admission should be addressed to the Principal, accompanied by a statement of—

The age of the candidate.

The nature of education he has received.

The school or schools at which he has been educated.

The profession, situation, and residence of his parents or next of kin—by whom, ordinarily, and not by the candidate himself, the application for admission should be made.

3. The candidate, if the son of Christian parents, is further required to produce a certificate from a Minister stating that he has been well instructed in the Christian religion, or that he has been confirmed as a member of the Church of England.

4. Every candidate will be required to produce testimonials of good moral conduct, under the hand of the instructor under whom he has been educated, or of some other superior under whom he may have been employed or brought up; and these testimonials should have reference to his conduct during the two years immediately preceding his presentation for admission.

5. A medical or other sufficient certificate should be furnished, stating that the eye-sight of the candidate is perfect, and that he appears to have a sound constitution,

such as will enable him to undertake the duties of a Surveyor or Engineer, should he eventually prove qualified for either of these professions.*

6. The candidate's qualifications for admission will be tested by examination, conducted in the usual manner, in *English reading and writing from dictation*; *arithmetic*, comprising vulgar and decimal fractions; *elementary geometry* to the extent of the First Book of Euclid; *mensuration* of planes; outlines of general *geography*; and, more particularly, *geography of India.*

7. The College Session commences on the 1st November of each year, on which date new students should join, the above-mentioned preliminary steps having been completed by 1st September.

8. In this class six Exhibitions or Scholarships are provided, of 30 Rs. each per mensem, with free quarters, to be held by the candidates who pass most successfully the prescribed Entrance Examination—being not less than 18 or more than 22 years of age. These stipends can be held for one Session only. Students whose conduct or progress is unsatisfactory are liable at any time to be deprived of their stipend, in whole or in part.

9. Each student, on admission, is required to make a deposit in the College Treasury of Rs. 50, for the purchase of the necessary class-books and instruments for his own use. The books and instruments thus furnished to the student are to be his own property, and any balance of cash remaining on this account at the time of his leaving the College will be repaid to him.

10. Free quarters are provided in the College Barracks for students of this class.

Applicants for admission to the College will be examined, under the usual regulations, up to 1st September, when those who stand highest on the list of passed candidates for each Department, up to the authorized number, will be selected for admission.

A monthly allowance of Rs. 35 to 40 should suffice for the ordinary expenses of English students of the Second Department.

Travelling allowance at the rate of two annas per mile for the distance from Roorkee to their respective destinations, will be advanced to them by the Principal of the College on their leaving, to be refunded to him by the Executive Officers under whom they are appointed to serve.

These students are intended for the Upper Subordinate Branch of the Public Works Department.

The course of study is for one Session only, and those who at the close of it shall be properly qualified, will receive certificates and appointments as Overseers.

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* *Statements relative to a Candidate for Admission to the Thomason College, Roorkee.*

Name.	Age.	Nature of Education received.	School or Schools at which Educated.	Name, Profession, and Residence of Father or next of kin.	Remarks.

(*Place and Date.*)

Papers supplied herewith.

Minister's certificate, as required by Rules.
Testimonials of conduct, ditto.
Medical certificate, ditto.

(*Signature.*)

Those who may pass the Higher or College Standard will receive special certificates, exempting them from all further examination for promotion to Sub-Engineer.

Except under special circumstances, no student will be allowed to remain beyond the close of the first Session.

The annual Examinations commence on the 15th August, and the Session closes on the 1st September.

FIRST DEPARTMENT—NATIVE.

Candidates for admission to this class must be not under 18 or above 24 years of age. They are required to furnish testimonials of good character, and of sound health and physical fitness for the duties of an Engineer or Surveyor.

The candidate must forward a certificate of his having passed the First Examination in Arts of the Calcutta University, or an Examination equivalent thereto, at any recognized University.

The following is the programme of the above Examination as at present laid down :—

I. LANGUAGES.*

English, and one of the following languages :†—

Greek.	Hebrew.
Latin.	Arabic.
Sanskrit.	

Any other classical language may be added to this list by the Syndicate.

Sentences in each language in which the candidate is examined shall be given for translation into the other language.

The papers in each language shall include questions in grammar and idiom.

II. HISTORY.

The History of England.

The text-book will be fixed from time to time by the Syndicate.

The historical questions shall include questions relating to the geography of the countries to which they refer.

III. MATHEMATICS—PURE AND MIXED.

Arithmetic.—Algebra.

The four simple rules; proportion; simple equations; extractions of square root; greatest common measure; least common multiple; quadratic equations; proportion and variation; permutations and combinations; arithmetical and geometrical progressions; the binomial theorem; simple and compound interest; discount; annuities; the nature and use of logarithms.

Geometry.

The first four Books of Euclid.

The Sixth Book of Euclid; the Eleventh Book, to Prop. XXI; deductions.

Plane trigonometry, as far as the solution of triangles.

Mechanics.

Composition and resolution of forces; equilibrium of forces at a point in one plane; the mechanical powers; the centre of gravity.

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* The Examination in Languages will be such as to test a lower degree of competency than what is required for the B.A. degree.

† For the Examination of 1864 and 1865, Persian, Bengali, Oorya, Hindi, Urdu, Burmese, and Armenian are added to this list.

IV. Mental and Moral Philosophy.

Mental philosophy as in *Abercrombie on the Intellectual Powers.*

Moral philosophy as in *Abercrombie on the Moral Feelings.*

In this class there are six Stipends or Scholarships of Rs. 50 each per mensem (in addition to free quarters), to be held by the candidates, inhabitants of the North-West Provinces or Punjab, who pass most successfully the prescribed Entrance Examination. Students whose conduct or progress in their studies is unsatisfactory are liable at any time to be deprived of their stipends, in whole or in part.

The College Session commences on the 1st November, but new students will not join until the 1st January, having been examined and passed some time beforehand. No applications for examination can be entertained after the 1st November.

Students of this Department are intended for the Engineer Branch of the Department Public Works. By Government Letter (Public Works Department) No. 1716, dated 7th August, 1863, *eight* appointments in the above Branch were annually guaranteed to properly-qualified students of the First Department. Civilians whose services are not required by Government may accept employment elsewhere.

The course of study for this Department is for three Sessions—the Final Examination being held during the first week in May, when those who shall pass the Ordinary Standard will receive certificates as Assistant Engineers, and appointments (if desired) in the Public Works or Survey Departments, under Government. The above Examination is the same as that held by the University of Calcutta, and those who may have complied with the condition required by the University will, on passing the Higher or College Standard, be entitled to the degree of B.C.E. (Bachelor in Civil Engineering).

SECOND DEPARTMENT—NATIVE.

Candidates for admission to this class must be not under 18 or above 24 years of age. They are required to furnish testimonials of good character, and of sound health and physical fitness for the duties of an Overseer or Surveyor.

They must be acquainted with the English language; able to speak, read, and write it with tolerable ease and accuracy. They are required, in addition, to pass an examination in—

Arithmetic, including vulgar and decimal fractions.

Elementary geometry, to the extent of the First Book of Euclid, with practical problems.

Mensuration of planes and solids.

Geography of India, and more particularly of their own District and Province.

In this class there are six Stipends of 10 Rs. each per mensem, to be held by the candidates who pass most successfully the prescribed Entrance Examination. Students whose conduct or progres is unsatisfactory are liable at any time to be deprived of their stipend, in whole or in part.

The College Session commences on 1st November, on which date students should join, having been examined and passed some time beforehand. No applications for examination away from Roorkee can be entertained after the 1st September. Candidates belonging to Roorkee and the neighbourhood are received for examination at the College on the first day of the Session, when all who have been previously passed should be present, as they will be examined with the new candidates, for the purpose of determining the stipend-holders.

Students of this Department, on passing out for employment in the Public Service, will receive a travelling allowance of one anna per mile, to be refunded by the Officer under whom the students are appointed to serve.

These students are intended for the Upper Subordinate Branch of the Public Works Department.

The course of study is for one Session only, and those who at the close of it shall be properly qualified will receive certificates and appointments as Probationary Overseers of the First Grade.

Those who may pass the Higher or College Standard will receive special certificates, exempting them from all further examination for promotion to Sub-Engineer.

Except under special circumstances, no student will be allowed to remain beyond the close of the first Session.

The Annual Examinations commence on the 15th August, and the Session closes on the 1st September.

THIRD DEPARTMENT.—VERNACULAR.

Candidates for admission to this Department must be not under 18 or above 24 years of age. They must be well recommended as students of good character by the Master of the school in which they have been instructed, or by the Deputy Inspector of the Educational District to which they belong. They must also furnish a certificate of sound health and physical fitness for the duties of Sub-Overseer or Surveyor, or, on arrival at Roorkee, must abide the result of a medical examination—which, if unfavourable, will bar their admission.

They must have a good knowledge of the Oordoo language, and be able to read and write it in the Persian character with ease and accuracy. They are further required, previous to admission, to pass an examination in the following subjects, *viz.*:—

Arithmetic, ...	100*
Elementary geometry (First Book of Euclid), ...	50
Vernacular dictation, ...	50
History of India (as in the *Tareekh-i-Hind*), ...	50
Elementary geography (as in *Jeografia Jehan*), ...	50
Elementary English writing and translation, as in the English Primer, and English words, ...	100

طامسن سول اِنجنیرنگ کالج

اشتہار

واسطے تیسري یعني هندوستاني جماعت کے

واضح هو که آیندہ سے اِمتحان داخل هونے اُمیدواران کا مراتب ذیل میں هوا کریگا *

	نمبر
علم حساب کسور عام اور کسور اعشاریه تک -- -- -- -- --	†۱۰۰
علم هندسه میں اول مقاله تحریر اُقلیدس کا -- -- --	۵۰
اُردو اِملا -- -- -- -- -- -- --	۵۰
تاریخ هند (جس طرح که نسخه ملقب تاریخ هند میں لکها هی) -- --	۵۰
جغرافیه (جس طرح که نسخه ملقب جغرافیه جهان میں لکها هی) --	۵۰
لکهائي اور ترجمه انگریزي کا (جس طرح پر که اِنگلش پرایمر اور اِنگلش ورڈ میں لکها هی)	۱۰۰

روڑکی
دسمبر سنه ۱۸۶۵ع

جے جي میڈلي میجر رائل اِنجنیر
پرنسپل طامسن کالج

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* One-fourth will be deducted if English figures are not used.

† اگر سوالات کے حل کرنے میں اِستعمال انگریزي هندسوں کا نهوگا تو ¼ کل نمبروں کا جو طالب علم حاصل کریگا منها کیا جاویگا *

In this Department there are ten Stipends or Scholarships of Rs. 10 each, and forty of Rs. 5 each, per mensem, the allotment of which stipends is determined from time to time by periodical examinations. Stipendiary students whose conduct or progress in their studies is unsatisfactory, or whose attendance is irregular, are liable at any time to be deprived of their stipends, in whole or in part; and, similarly, irregularity in conduct or attendance will disqualify a student from obtaining a stipend, should he be otherwise successful in the competition.

Free quarters are provided for students whose homes are not at Roorkee.

The Annual College Session commences on the 1st November, on which date students should join—candidates residing at a distance having been examined and passed sometime beforehand. No applications for examination away from Roorkee can be entertained after the 1st September. Candidates belonging to Roorkee and the neighbourhood are received for examination at the College on the first day of the Session, when all who have been previously passed, as also the last year's students, should be present, as they will be examined with the new candidates, for the purpose of determining the stipend-holders.

Students of this Department, on passing out for employment in the Public Service, will receive a travelling allowance of one anna per mile, to be refunded by the Officer under whom the Students are appointed to serve.

Students are intended for the Lower Subordinate Grade of the Public Works Department.

The course of study is for two Sessions, at the close of which, those who shall pass the Ordinary Examination (as hereafter detailed), will receive certificates as Sub-Overseers or Sub-Surveyors of the 2nd Class, and (if vacancies exist) appointment in the Public Works Department.

Those who shall pass the Higher or College Standard will receive certificates as Sub-Oveseers and Sub-Surveyors of the 1st Class, and Government appointments are guaranteed to them.

Except under special circumstances, no student will be allowed to remain beyond the end of the second Session.

The Annual Examinations commence on the 15th August, and the Session closes on the 1st September.

طامسن کالج روڑکي

قواعد بابت تیسري یعني هندوستاني جماعت کے

۱۸ ۲۴

اِس جماعت میں بھرتي هونے کے لیئے اُمیدواروں کي عمر اٹھارہ برس سے کم یا چوبیس برس سے زیادہ نہوني چاهیئے اور ایسے اُمیدواروں کے نیک چلن کي بخوبي تصدیق خواہ تو مکتب کے مدرس سے کہ جسمیں اُنھوں نے تعلیم پائي هو یا جس ضلع کے وے هوویں اُس ضلع کے ڈپٹي انسپیکٹر سے ضرور هونی چاهیئے اور اُنکو ایک سارٹیفکٹ اُنکي تندرستي اور طاقت جسماني کا بھي ضرور پیش کرنا چاهیئے کہ جس سے یہہ واضح هووے کہ وے سب اُورسیئر اور سرویر کے کار کے انجام دینے کے لائق هیں یا روڑکي میں آنے کے بعد اُنکي تندرستي کا حال تحقیق کیا جاویگا اور جو وہ اچھا نہوگا تو وے داخل نہو سکینگے *

وے علم اُردو سے بخوبي واقف هوں یعني اُسکو فارسي حرفوں میں بخوبي اور ساتھہ صحت کے لکھہ پڑھہ سکتے هوں اور سواے اِسکے بھرتي هونے سے پہلے اُنکو مراتب مفصلہ ذیل میں اِمتحان دینا لازم هی *

علم حساب کسور عام اور کسور اعشاریہ تک *

جبر و مقابلہ مساوات درجہ اول تک *

تحریر اُقلیدس کے اول چار مقالے *

تاریخ هند جس طرح نسخہ ملقب تاریخ هند میں لکھا هی *

جغرافیه هند اور بالتخصیص جغرافیه اُس ضلع یا ملک کا جسمیں طالب علم کا وطن هو *
طریقه انشاء پردازي هندوستاني *

اِس جماعت میں دس وظیفے دس دس روپیه کے اور چالیس وظیفے پانچ پانچ روپیه کے فی ماه طلباء کو عطا هوتے هیں لیکن ملنا اُن وظیفوں کا اُوپر مختلف اِمتحانوں کے جو که وقت بوقت هوا کرینگے منحصر هی وظیفهدار طالب علم جنکا که چلن یا ترقي علم کي ناپسندیده هوگي یا جنکي حاضري غیرترتیب هوگي تو اُنکا وظیفه کسي وقت خواه توکل یا کوئي جزو اُسکا موقوف هو جائیگا اور اِسي طور پر اگر کسي طالب علم کا چلن خراب هوگا یا اُسکي حاضري بےترتیب هوگي تو وه وظیفه کے لائق کسي حالت میں نهوگا خواه وه اِمتحان میں اچها هي کیوں نهووے *

مکان رهنے کے واسطے اُنهیں طلباؤں کو ملا کرینگے جنکے گهر روزکي میں نهیں هیں *

اِس مدرسه میں سال تحصیل علم پهلي نوامبر کو شروع هوتا هی سو اُس تاریخ کو طالب علموں کو حاضر هونا چاهیئے اور اِمتحان اُن اُمیدواروں کا جنکے که گهر دور هیں اُس تاریخ سے کچهه پهلے هونا چاهیئے که جس سے وے اُس تاریخ کو بعد حاصل کرنے سند کے حاضر هوجاویں روزکي سے باهر کے اُمیدواروں کي درخواستیں پهلي ستمبر کے بعد نه سني جاوینگي لیکن روزکي اور اُسکے گرد نواح کے اُمیدواروں کا اِمتحان مدرسه میں پهلي نوامبر کو لیا جائیگا اور کل طلباؤں کو جو که پهلي نوامبر سے پیشتر اِس جماعت میں داخل هونے کي سند حاصل کرچکے هیں سال گذشته کے طالب علموں کے ساتهه اُس تاریخ کو حاضر هوکر اِمتحان دینا چاهیئے که موافق اُسکے وظیفے مقرر کیئے جاوینگے *

جب که اِس جماعت کے طلباء لائق علاقه کے هونگے تو اُنکو ایک آنه في میل زاد راه مرحمت هوگا اور بعد میں وه اُن افسروں سے واپس لیا جاویگا جنکے پاس وے طلباء کار انجام دینگے *

APPENDIX C 2.

AGRA MEDICAL SCHOOL.

Candidates for admission as Students will be examined on the 1st of November and 25th of April.

The necessary qualifications are:—

1st.—Age, 16 to 21 years.

2nd.—Respectable family.

3rd.—To be able to read Oordoo fluently, and to write it from dictation.

4th.—To be well acquainted with the first four rules of arithmetic—addition, subtraction, multiplication, and division. No one need apply who only knows Hindee and the Nagree character. From the date of admission each student will be considered a Government servant, bound to study for three years, and, after passing, to serve Government for seven years; and he will receive monthly during the three years Rs. 6 as subsistence allowance.

There are twelve Scholarships of Rs. 4 each, which, in addition to the Rs. 6, will be given during six months to the students who obtained the highest numbers at the Half-yearly Examinations.

After completing two years' study, each student will be entitled to one month's leave to visit his friends, exclusive of the time required for going and returning; and in like manner after the three years' study is completed, two months' leave of absence will be granted, exclusive of the time required for the journey to and from the student's home; but at no other time will he be entitled to leave, unless with the special permission of the Principal. After receiving his diploma and becoming a 1st Class Native Doctor, the pay for seven years will be Rs. 20 a month, with Rs. 5 additional when on the march. After seven years' service, the Native Doctor can either retire

from service or continue to serve for another seven years, on Rs. 25 monthly, and Rs. 5 additional when marching. All Native Doctors who know sufficient English to enable them to write and read prescriptions, and to prepare monthly returns, will be entitled to a special monthly allowance of Rs. 5 in addition to their pay.

Pensions will be given according to the rules laid down in Government Orders for Native Doctors.

(Signed) G. R. PLAYFAIR, M.D.,
Principal, Agra Medical School.

APPENDIX D.

دیہات کي صفائي

۱ یہہ بات سب کو معلوم ھی کہ کتنے زیادہ آدمي ھر سال شہر اور دیہات میں ھیضہ اور تپ وغیرہ اِس قسم کي بیماریوں سے جنکي گرمي اور برسات میں اکثر شدت ھوتي ھی مرجایا کرتے ھیں لیکن یہہ بہت تھوڑے آدمي جانتے ھیں کہ وے بیماریاں اگرچہ کسي قدر آب و ھوا کي تاثیر سے پیدا ھوتي ھیں لیکن زیادہ تر وہ صفائي کے چند سہل قاعدوں کي ناواقفیت سے پھیلتي ھیں اگر اِحتیاط کي جاے اور صفائي رکھي جاے اُن بیماریوں کا زور بہت گھٹ جاے *

۲ اِنگلستان میں بہت دنوں سے یہہ بات دریافت ھو گئي ھی کہ ھیضہ اور تپ وغیرہ بیماریوں کے پھیلنے سبب یہہ ھیں جو نیچے لکھے جاتے ھیں *

۱ نہ پہنچنا صاف اور تازي ھوا کا *

۲ نہایت گنجان ھونا مکانوں کا *

۳ نہونا پاني کا اچھا بہاؤ اور نکاس یعني بند رھنا بدررو اور موریوں کا *

۴ جمع ھونا شہر اور دیہات کے گلي کوچوں میں اور مکانوں میں آبادي کے اندر اور آبادي کے قریب غلاظت اور سڑي ھوئي چیزوں کا خواہ وہ از قسم نباتات ھوں خواہ حیوانات *

۵ بگڑنا ھوا کا بخارات متعفن اور زھر آلودہ سے جو بند اور غلیظ جھیل تالاب گڑھے گڑھیوں کے سڑے پاني سے نکلتے ھیں *

۶ پینا غلیظ پاني کا یعني تالاب و جھیل وغیرہ کے پاني کا جسمیں از قسم نباتات و حیوانات سڑي ھوئي چیزوں کا اثر آ گیا ھو *

پاني کے بخوبي نکاس رھنے سے کہ جسمیں کسي جگہہ میلا پاني اور کیچڑ جمع نہونے پاوے اور تنفس کے لیئے ھمیشہ تازي ھوا ملنے سے اور ھر طرح پر ھر جگہہ صفائي رکھنے سے اِنگلستان میں بیماریوں کے سبب بہت گھٹ گئے اور صحت اور تندرستي وھاں والوں کو زیادہ حاصل ھوئي ھیضہ اور تپ کي شکایت وھاں بہت کم سننے میں آتي ھی اور اکثر آبادیوں میں تو اب یہہ بیماریاں نام کو بھي باقي نرھیں دو سو برس پہلے لنڈن کے درمیان سو میں سات آدمي سال مرتے تھے اب باوجودیکہ وھاں کي آبادي کہیں سے کہیں کو پہنچ گئي سو میں ھر سال کل تین کي موت حساب میں آتي ھی *

۳ بعض آدمي شاید یہہ عذر کریں کہ گو صفائي سے اِنگلستان والوں کو فائدہ حاصل ھوا یہہ کچھہ ضرور نہیں کہ یہاں ھندوستان میں بھي اُس سے وھي فائدہ حاصل ھو مثل مشہور ھی ھر ملکے و ھر رسمے جواب اِسکا صرف اِسي قدر کافي ھی کہ صفائي تم ھندوستانیوں کے رسم و رواج کے بھي برخلاف نہیں ھی اور نہ تمھارے مذھب کے بلکہ ھم تمکو ایک ایسي مثال دیتے ھیں کہ جس سے اِسي ملک ھندوستان میں صفائي رکھنے کا فائدہ ثابت ھو گیا اگر کسي کو اُس میں کچھہ شک ھو جس طرح چاھے تحقیق کر کے اُسکي اصلیت دریافت کر لے *

۴ سنه ۱۸۵۳ع تک کمایوں اور گڑھوال کے علاقه میں هر سال وبا کا جسکو وهاں والے مهامري کهتے هیں زور هوا کرتا تها اکثر گانو کے گانو اُسکے باعث ویران هو جاتے تهے اور اُنکي اراضي بالکل بلاتردد بنجر پڑي رهتي تهي ایک متنفس بهي جانبر نهیں هوتا تها سنه مذکور میں سرکار نے ڈاکٹر پیرسن صاحب کو اِس بلاے ناگهاني کي علت دریافت اور رفع کرنے کے لیئے مقرر فرمایا ڈاکٹر صاحب نے وهاں والوں کو فهمایش کر کے اُنکے مکانوں میں تازي هوا کي آمد و رفت کے لیئے راستے بنا دیئے اور گلي کوچے بالکل صاف کرا دیئے سالها سال سے جو غلاظت جمع هو رهي تهي بالکل دور کي گئي چنانچه ساتهه هي بیماري بهي کافور هو گئي تین هي مهینے کے اندر مهامري کا وهاں نام و نشان باقي نرها دو برس تک لوگوں نے صاحب موصوف کي فهمایش پر عمل کیا اور اِس بلاے ناگهاني سے محفوظ رهے لیکن دو برس کے بعد جب سرکار نے ڈاکٹر صاحب کو ضرورتاً ایک دوسرے کام پر بهیجا وهاں والوں نے پهر اپني پراني نجس عادت اختیار کر لي اور اُنکے مکان اور گانو کے اندر اور باهر گلي کوچوں میں پهر هر قسم کي غلاظت جمع هو گئي نتیجه یهه نکلا که غلاظت کے ساتهه مهامري پهر پهیلي ڈاکٹر پیرسن صاحب نے پهر اُن لوگوں کو صفائي کي تاکید کي اور چند سهل سے قاعدے صفائي رکهنے کے اُنکو بتا دیئے وهاں والوں نے في الفور اُنپر عمل کرنے میں اپني دانائي ظاهر کي چنانچه دو هي مهینے کے اندر وه مهامري وهاں سے بالکل دفع هو گئي پس تم لوگ دیکهو که دو مرتبه اِسي صفائي کي تدبیر سے کیسے زور شور کي وبا نیست و نابود هوئي سنه ۱۸۵۳ع میں جب که هر هفته سیکڑوں آدمي اُس وبا سے هلاک هوتے تهے دو هي مهینے کے عرصه میں ڈاکٹر پیرسن صاحب نے اُسے دفع کر دیا سنه ۱۸۶۰ع میں جب وهاں والوں نے اِطمینان سمجهکر ڈاکٹر صاحب کي صلاح نیک صفائي کے باب میں اپنے دلوں سے فراموش کي وهي مهامري پهر آ موجود هوئي اور جب وهاں والے پهر ڈاکٹر صاحب کي فهمایش کے مطابق کاربند هوئے پهر اُس بلاے ناگهاني کا کچهه نام و نشان باقي نرها اور اُمید هی که جب تک وهاں والے اپني بیوقوفي سے صفائي کے اُن قاعدوں کو جو اُنکے حفظ جان کے لیئے بتا دیئے گئے هیں متروک نکرینگے مهامري کے پنجه میں نه پهسینگے *

۵ یهه مهامري اُسي قسم کے بخار کي ایک بیماري هی جس سے اکثر علاقوں میں شهر اور گانو والوں کو اِسي حال کے زمانه میں نقصان پهنچا هی یهاں تک که جب کسي گانو میں ایسے بخار کي بیماري سے بکثرت آدمي مر جاتے هیں تو جهلا سمجهتے هیں که گانو میں کوئي بهوت آ گیا اور گهر چهوڑ چهوڑ کر بهاگنا شروع کرتے هیں یهه بات تمهاري هم بهي مانتے هیں که کوئي نه کوئي بهوت ضرور تمهارے گانو میں گهسا هی لیکن اُس سے بهاگتے کیوں هو اُسکے بهگانے کي کوشش کیوں نهیں کرتے یهي تمهارا غلیظ اور میلا وه بهوت هی خاکروب اُس بهوت سے زیاده زبردست هی خاکروب کي مدد لو اور بلا تکلف اُس بهوت کو اپني بستي سے نکال باهر کرو *

۶ شاید زمیندار لوگ یهه کهیں که جو هو آخر نقصان تو اِس غلاظت سے اسامي اور دیهاتیوں کا هوتا هی پس وے لوگ اپني حفاظت کے لیئے اُسکے دور کرنے میں کوشش کریں تو هم پوچهتے هیں که وے بیچارے جب تک که زمیندار لوگ اُنکو طریقه صفائي نه بتلاویں اور نه دکهلاویں کیونکر اپني حفاظت کر سکتے هیں اُن بیچاروں کو تو اِن بیماریوں کا جو اُنکي موت هیں سبب تک بهي نهیں معلوم لیکن تم زمیندار لوگ اب آج سے ایسي ناواقفیت کا عذر اِس کار عذاب اور غفلت کي بدنامي سے که هزاروں جان مفت اِس طرح پر جایا کرتي هیں بچنے کو پیش نه لا سکوگے اب تم بالکل نیا طور اختیار کرو جس بات کي تم دوسروں سے اُمید رکهتے هو تم بهي دوسروں کے ساتهه عمل میں لاؤ هر مذهب کا یهه حکم هی که جسکو جسکي خبرداري میں خدا نے سپرد کیا اُسپر سب سے بڑا فرض اُسکي خبرداري کرنا هی *

۷ اور یهه صرف تم زمیندار لوگوں پر فرض هي نهیں هی بلکه اِس میں خود تمهارا فائده هی اگر آبادي میں غلاظت رهیگي اسامي بیمار پڑینگے اور جب اسامي بیمار پڑینگے فصل کم پیدا هوگي پس اِس نقصان میں تم بهي حصه‌دار هو خصوصاً جهاں بٹائي اور کمکوت رائج هی جب کوئي اسامي مر جائیگا آخر تمکو دوسرا تلاش کرنا پڑیگا اور غالباً اُسکو تقاوي بهي دیني پڑیگي که جسکا پهر وصول هو جانا کبهي یقیني نهیں بهرکیف اِس سے کسي کو اِنکار نهوگا که بیماري سے وقت اور محنت دونوں کا بڑا نقصان هوتا هی گانو میں صحت اور تندرستي کا بڑهانا اپنے اسامیوں کا رفاه اور آرام زیاده کرنا هی اور تمهارے اسامیوں کے رفاه اور آرام سے خود تمهاري دولت کي افزایش متصور هی پس یهه صلاح نیک جو صفائي رکهنے کے لیئے تمکو دي جاتي هی کچهه تمهاري عاقبت هي کي بهتري کے لیئے نهیں هی (کیونکه اِس میں کسي طرح کا شک نهیں که

هزاروں خلق‌الله کا بیماري اور هلاکت سے بچانا معبود حقیقي کي نگاه میں ضرور کار ثواب ٹهہریگا) لیکن دولت دنیاوي کا فائده بهي تمهارا اِس میں هر طرح پر متصور هی ماسواء اِسکے اگر تم خود گانو میں یا اُسکے قرب و جوار میں رهتے هو یا کبهي کبهي وهاں جایا کرتے هو خود تمهاري اور تمهارے بال بچوں کي جان کو بهي وهي خطره هی که جو تمهارے اسامیوں کو هی اور یهه بات کچهه بالکل نئي نهیں هی که جو هم تم لوگوں کو سمجها رهے هیں بهتري جگهوں میں اِس ملک هندوستان کے درمیان لوگوں نے اچهے صاف فرش کیئے هوئے گلي کوچے اچهي بدررو اچها پینے کا پاني اچهي تازي هوا اور کسي غلیظ اور میلي چیز کے پاس نرهنے کے فائدے پسند کیئے هیں *

۸ جب تک سب لوگ بالاتفاق اِس باب میں ساعي اور سرگرم نهوں ایک دو آدمي کي محنت اور توجهه کچهه کارگر نهوگي اِس کار نیک میں سب کو یکدل هونا چاهیئے کیونکه اِس میں سب کا فائده هی جب بیماري شروع هوتي هی کون کهه سکتا هی که کهاں تک پهیلیگي کوئي بهي اپنے تئیں اُس سے محفوظ نه سمجهے تقدم بالحفظ علاج سے بهتر هی بیماري کو پهلے هي سے باز رکهنا چاهیئے تاکه علاج کي اِحتیاج هي نه پڑے گو صفائي کلي کا اِنتظام کاهي یکبارگي هو جانا دشوار هی تاهم اُسکے اِجراء میں کوشش کا هونا ایک بڑي بات هی اپنے گانو کي صفائي کي راه میں جو جو قدم تم عقل و تمیز کے ساتهه اُٹهاتے جاؤگے اُتنے هي قدم تم اِنسانیت اور آرام اور دراز عمري کي منزل مقصود کے نزدیک پهنچتے جاؤگے شاید زمیندار لوگ یهه بهي کهیں که اسامي لوگ اِس صفائي کے باب میں همارا کهنا نهیں مانتے اور یهه سچ هی که اگر اسامي زمیندار کي عدایت پر کاربند نه هوں اور غلیظ اور میلا رهنا پسند کریں تو بالکل گانو کا صاف رکهنا اکیلے زمیندار کي طاقت سے باهر هی ای اسامیو اور ای گانو والو زمیندار خواه تمهارا دوست هی خواه دشمن لیکن اُسکي یهه اچهي صلاح که اپنا گانو صاف رکهو دل سے مانو کون وه شخص هی که جو دشمن کے هاتهه سے بهي آب حیات پینے میں اِنکار کرے اب هم تمکو چند قاعدے ایسے سهل صفائي کے بتلا دیتے هیں که جس سے نه موجب کسي طرح کے تردد کا هی نه باعث خرچ کا *

اول

صحت اور تندرستي کے لیئے پهلے ضروري چیز تازي هوا هی گنجان مکانوں سے هوا رک کر بگڑ جاتي هی اُسکا علاج یهي هی که گانو کے اندر پورب سے پچهم کو اور اُتر سے دکهن کو پندره پندره فٹ چڑوي سڑکیں نکالي جائیں تاکه چاهے جس طرف کي هوا بهے تازي هوا کا همیشه گانو میں گذر هوتا رهے اگر یهه سڑکیں یکبارگي طیار نهو سکیں جهاں نئے گانو بستے هیں اِسبات کا خیال رکهنا چاهیئے اور پرانے راستوں کو بهي جیسا جهاں ممکن هو چوڑا اور سیدها کرنے میں اور هوا کے رخ پر پهیرنے میں کوشش کي جاے جس قدر بڑي آبادي هو اُسي قدر سڑکیں بهي اُس میں زیاده هوني چاهیئیں کیونکه جس قدر سڑکیں زیاده هونگي اُسي قدر بهتر هی *

دوم

اب که هر قسم کا میل اور غلیظ گلي کوچوں میں جمع هونے پاتا هی گرمي کے موسم میں سڑ کر تعفن پهیلاتا هی اور یهي سبب هی که برسات میں اور برسات کے آخر میں بیماریاں زیاده هوتي هیں کیونکه ایام برسات میں گرمي اور رطوبت کے باعث سڑنا جلد تر ظهور میں آتا هی پس کوئي کاشتکار آبادي کے اندر یا آبادي کے متصل کهات کے لیئے گوبر اور کوڑا کسي قسم کا جمع نکرنے پاوے اور کوئي گهورا نه بناوے سب کاشتکار اپنا گوبر اور کوڑا وغیره اپنے کسي کهیت کي مینڈ پر جمع کیا کریں اور خشک مٹي همیشه اُسپر ڈالتے رهیں تا که بدبو دور هو جاوے وه بهت عمده کهات هوگي اور ترقي زراعت کے کام میں آویگي جهاں گاے بیل مویشي رهتے هیں وهاں کسي قسم کا کوڑا گهاس بهوسه کڑوي وغیره پڑا نه رهنے پاوے جهاں تک ممکن هی وه جگهه خشک اور صاف رکهي جاوے اِس قسم کا سب کوڑا روز کا روز کهیت کي مینڈ پر کهات کے لیئے پهنچا دیا جاوے *

سوم

جو لوگ کاشتکار نهیں هیں اور اپنا کوڑا کهات کے لیئے آپ رکهنا چاهتے هیں اُنکو اُسکے رکهنے کا اختیار هی مگر اِس شرط پر که آبادي سے باهر لے جاویں اور وهاں اُسکے جمع کرنے کے لیئے اُنکو زمیندار یا اُسکا کارنده یا تهنیت کوئي خاص جگهه نشان دیکر بتا دیوے *

چہارم

اگر کوئي خود نہ رکھنا چاہے زمیندار اپنے مزدوروں سے یا ملازموں سے اُٹھوا کر اپنے کھات کے گھور پر ڈلوادے اور پھر جس طرح چاہے کام میں لاوے چاہے اپني سیر کے کھیتوں میں دے چاہے فروخت کرے لیکن زمیندار اپني کھات کا گھور آبادي سے باھر دور اُتر یا دکھن کي جانب ایک احاطہ کے اندر رکھے یہہ احاطہ تین یا چار روپیہ کے خرچ میں بخوبي بن سکیگا اور خشک مٹي بدبو رفع کرنے کے لیئے یہاں بھي گھور پر پڑتي رھے اِس ترکیب سے گانو بھي صاف رھیگا اور زمیندار اور اسامي کو کھات کا فائدہ ھوگا یہہ بات ضلع بلندشہر میں جاري ھو گئي ھی اور ھر ایک گانو کے واجب‌العرض میں بھي درج کي گئي ھی *

پنجم

مرے ھوئے مویشي اور جانوروں کي لاشیں ھرگز ابادي کے نزدیک نہ رھنے پاویں اگر اُنکا مالک اُنکو اُٹھا کر باھر نہ پھکواوے گانو کے چمار اُنکو گھور پر لے جا کر چمڑا اپني اُجرت میں نکال لیں اور لاش کو گھور میں گاڑ کر اچھي طرح خشک مٹي سے ڈھک دیں کھات بہت عمدہ ھو جائیگي اور بدبو بھي نہ پھیلنے پاویگي اگر مالک مویشي لاش کا دعویدار ھو اُسکو چاھیئے کہ لاش آبادي سے باھر اُٹھوا لے جاے اور وھاں چمڑا نکلوا کر اور لاش کو اپني کھات میں گڑوا کر خشک مٹي سے ڈھکوا دے *

ششم

کسي قصاب کو آبادي کے اندر جانور ذبح نہ کرنے دو اِس کام کے لیئے ایک مقام آبادي سے باھر کھات کے گھور کے نزدیک مقرر کر دو جو کچھہ ھڈي اور خون وغیرہ جانوروں کا وھاں گرے في‌الفور اُٹھوا کر کھات کے گھور میں گڑوا دو یا اِس کام کے لیئے وھاں کوئي الگ گڑھا کھودوا رکھو *

ھفتم

جن لوگوں کے مکانوں میں پاخانے نہیں ھیں وے رفع حاجت کے لیئے دور آبادي سے باھر جائیں اور جن لوگوں کے مکانوں میں پاخانے موجود ھیں وے اُنکو ھمیشہ بھنگیوں سے صاف کرا کر غلیظ آبادي سے باھر جہاں اُسکے پھینکے کي جگھہ مقرر ھو پھکوادیں اور اُسپر خشک مٹي ڈلوا دیں *

ھشتم

ھر شخص اپنا مکان سال میں ایک مرتبہ کاتک کے مہینے میں جیسا کہ اکثر ملک ھندوستان میں دستور ھی اندر باھر سے خوب لھوا دیا کرے اور جہاں سفیدي کا موقع ھو سفیدي کروا دیا کرے اِس ڈھب سے مکان باعزت و مستحکم بنا رھیگا اور صاف بھي دکھلائي دیگا لیکن سال میں ایک ھي بار پر کیا موقوف ھی جس قدر جلد جلد لیپ پوت کرتے رھوگے اُسي قدر فائدہ اُٹھاؤگے ورنہ ذرا سي آلکس سے ناحق تمھارے مکان گر پڑینگے *

نہم

آبادي کے اندر یا متصل کوئي چمار چمڑا نہ پکانے پاوے اِس کام کے لیئے گانو سے باھر اُتر یا دکھن اُسکو ایک احاطہ بنا دینا چاھیئے *

دھم

جھیل تالاب اور گڑھے جو آبادي کے اندر یا متصل ھوتے ھیں صحت اور تندرستي کے لیئے بہت خطرناک ھیں کیونکہ وے پاني بند رھنے کے باعث متعفن ھو جاتے ھیں اور اُنکے بدبو بخارات زھر کا کام کرتے ھیں معمولي سبب پاني سڑنے کے نیچے لکھے جاتے ھیں *

۱ ھوبا جانا سنگھاڑہ کا اور سڑنا اُسکي جڑ اور پتوں کا *

۲ سڑانا سن کا *

۳ بعد رفع حاجت اُس میں سے آبدست لینا *

۴ مرے ھوئے جانوروں کا اُس میں پڑنا *

۵ سؤر جو جز کھانے کے لیئے پانی میں مٹی کھودتے ھیں اُسکے باعث نباتات ابی کا اُکھڑکر اُس میں سڑنا *

غرض اِن سب باتوں کی سخت ممانعت ھونی چاھیئے اور جہاں تک بن پڑے پانی کو خوب پاک اور صاف رکھنا چاھیئے *

یازدھم

جہاں ممکن ھو ایسی جھیل تالاب اور گڑھوں کا پانی کاٹ کاٹ کر اُنمیں پہنچاویں جو دور ھیں یا جنسے زراعت کی آبپاشی کا فائدہ متصور ھی خشک زمین ھاتھہ لگ جانے سے اُس میں کھیتی ھو سکیگی اور سڑے پانی سے جو غلاظت اور گندگی پیدا ھوتی ھی وہ بھی موقوف رھیگی اکثر زمیندار یہہ عذر کر سکتے ھیں کہ آبادی میں سنگھاڑا بونے کی ممانعت سے امدنی میں خسارہ پڑیگا لیکن ایسا خسارہ شاذ و نادر دس پندرہ روپیہ سے زیادہ کا نہوگا *

دوازدھم

آبادی کے اندر جس قدر چھوٹے چھوٹے گڑھے غار اور غلیظ پانی جمع ھونے کی جگہہ ھوں بتدریج سب کو پٹوا دو اور آیندہ کوئی ایسا گڑھا یا غار کسی کام کے لیئے بھی مت ھونے دو کیونکہ برسات میں اُنکے درمیان پانی جمع ھو جاتا ھی اور پھر سڑ کر بیماریاں پیدا کرتا ھی *

سیزدھم

تازی ھوا کے بعد صحت اور تندرستی کے لیئے صاف پانی پینے کے واسطے درکار ھی بند جھیل تالاب تال تلیا گڑھے گڑھیا کا پانی ھرگز مت پیو ایسے پانی کو در حقیقت میٹھا زھر سمجھو کنواں اچھا ھر گانو میں ھونا چاھیئے اگر پکا ھو کیا خوب بات ھی ورنہ کچا بھی غنیمت ھی *

چہاردھم

کنوؤں کو ھر سال جیٹھہ کے مہینے میں صاف کرادینا ضروریات سے ھی تا کہ اُنکے اندر جو کچھہ سڑی گلی مٹی اور آلایش ھووے سب باھر نکل جاوے جس قدر زمین ملنا ممکن ھو اُسکے موافق کنوئے کے گرد ایک حد معین کردی جاے اور پھر اُسکے اندر کوئی کچھہ میلا نہ کرنے پاوے نہ وھاں کوئی رفع حاجت کرے اور نہ کسی طرح کا کوئی غلیظ پانی یا کوڑا کرکٹ وھاں پھینکے کیونکہ پانی کے ساتھہ ایسی غلیظ چیزیں زمین میں چھن کر کنوئے کے اندر تک پہنچ جاتی ھیں *

پانزدھم

کوئی کنواں کم سے کم دو فٹ اُونچی جگت کے بغیر نرھے ورنہ بھاری برسات میں تمام زمین کی آلایش بہہ کر کنوئے میں چلی جائیگی اکثر کنوؤں پر درخت ھونے کے باعث اُنکے پتے کنوئے میں گر کر پانی میں بدبو آ جاتی ھی اگر ایک چھوٹا سا چھپر اِس قدر بلند کہ جس سے نہ پانی کھینچنے میں تکلیف ھو اور نہ ھوا کی آمد و رفت رکے درخت کے نیچے لٹکاویں پتے کنوئے میں نہ جائینگے *

شانزدھم

جب کبھی کسی گانو میں بیماری کی شدت معلوم ھو زمیندار یا اُسکے کارندہ یا تھنیت یا مقدم کو چاھیئے کہ فوراً ایک عرضی اِطلاعی تحصیلدار کی معرفت صاحب کلکٹر بہادر کے پاس بھیج دیوے صاحب موصوف معاً اُس بیماری کے سبب تحقیق اور دریافت کر کے اُسکے رفع کرنے میں حتی الامکان ساعی ھونگے *

۹ اگر گانو والے ناحق شرارت کی راہ سے زمینداروں کو یے اچھے قاعدے رفاہ عوام کے لیئے جاری نہ کرنے دیں تو اُنکو یاد رکھنا چاھیئے کہ وے بموجب احکام تعزیرات ھند کے اپنے تئیں مستوجب سزا کا کرتے ھیں اور زمینداروں کو پورا اختیار حاصل ھی کہ اِمداد کے لیئے سادہ کاغذ پر صاحب کلکٹر بہادر سے درخواست کریں صاحبان کلکٹر کو ھدایت کر دی گئی ھی کہ اپنی سالانہ رپورٹ میں صاحبان کمشنر کی معرفت گورنمنٹ کو اُن اچھے زمینداروں کے نام سے اِطلاع دیتے رھیں کہ جو اپنے گانو میں صفائی رکھنے کا اِنتظام پختہ کرنے کے باعث نیکنامی حاصل کریں زمینداروں کو اِس صفائی کے کام میں مہتر وغیرہ کے بسانے اور اُنکو کچھہ جاگیریں مقرر کر دینے سے بہت آسانی حاصل ھو سکتی ھی *

همکو پوري اُميد هی که اگر تم لوگ دل سے خبرداري کے ساتهه اِن چند قاعدوں پر عمل کرو تمهارے گانوں میں بیماري اگر بالکل رفع نه هو جائیگي تاهم کم ضرور هو جائیگي یهه بات تم لوگوں کو همیشه یاد رکهني چاهیئے که تمام قاعدوں سے اصل غرض صفائي هی جس بات سے صفائي حاصل هو اُسي بات سے تندرستي بهي حاصل هوگي اور عمر بڑهیگي هم صرف تمکو بتلا دیتے هیں که تم پر کیا فرض هی اب اُسکا ادا کرنا تمهارے اختیار میں هی همارے اِس بتلانے کا اور تمسے اِس قدر اِصرار اور تاکید کرنے کا صرف یهي باعث هی که جب رعیت کو اِس قدر واقفیت نه هو که اپني خبرداري اور حفاظت آپ کر سکے تو اُسکي خبرداري اور حفاظت گورنمنٹ پر واجب هو جاتي هی همارا مقصد صرف اُن جانوں کا بچانا هی جو ناحق مفت میں جاتي هیں *

APPENDIX E.

List of Students of Government Colleges, North-Western Provinces, who have passed the Entrance Examinations, Calcutta University, since its institution.

Year.	Name.	College.	Present position.
1859	Sagur Chund, B.A., ...	Agra College, ...	2nd Master in the Dehlie College.
1859	Ajudhia Nath, ...	Ditto, ...	Pleader.
1859	Behari Lall, ...	Ditto, ...	Assistant Engineer.
1859	H. Harris, ...	Ditto, ...	Head Master in the Ajmere School.
1859	Prassanna Badan Mittra, B.A.,	Benares College, ...	Assistant Master, Benares College.
1859	Keshan Deb Sanyal, ...	Ditto, ...	3rd Master, Canning College, Lucknow.
1859	Madhana Chundra Dè, B.A., ...	Ditto, ...	Supernumerary Teacher, Benares College.
1859	Kashi Prassauna Ghattack, ...	Ditto, ...	Head Master, Pertabgurh Government School.
1859	Sital Prasad Gupt, ...	Ditto, ...	Ditto Ditto, Oonao Ditto.
1859	Ajoodhia Prashad, ...	Ajmere School, ...	Tehsildar, Ajmere.
1859	Amoluk Chund, ...	Ditto, ...	Mathematical Teacher, Ajmere School.
1860	Bal Kishen, ...	Agra College, ...	Head Master, Shahjehanpore School.
1860	Atma Ram, B.A., ...	Ditto, ...	Ditto, Allahabad School.
1860	Mool Chund, ...	Bareilly College, ...	Ditto, Anglo-Vernacular School, Oudh.
1860	Chota Lal, ...	Ditto, ...	3rd Master, Etawah School.
1860	Hem Nath Moozamdar, ...	Benares College, ...	Head Master, Lukheempore Government School.
1860	Ishan Chandra Banerji, ...	Ditto, ...	Ditto, Hurdui Ditto.
1860	Hargopal Sein, ...	Ditto, ...	2nd Master, Oonao Ditto.
1860	Sanwal Singh, ...	Ditto, ...	Correspondence Clerk, Raja of Bulrampore.
1860	Pramada Das Mittra, ...	Ditto, ...	Assistant Anglo-Sanskrit Professor, Benares College.
1860	Hazari Mull, ...	Ajmere School, ...	Head Master, Training School, Chuppra.
1861	Thomas Harris, B.A., ...	Agra College, ...	Head Master, Mozufferpore School.
1861	Jwala Parshad, ...	Ditto, ...	Pleader.
1861	Sohun Lal, ...	Bareilly College, ...	Translator, Director's Office.
1861	Dall Chund, ...	Ditto, ...	Head Master, Boolundshuhur School.
1861	Hurdeo Pershad, ...	Ditto, ...	4th Master, Etawah School.
1861	Kali Churun, I., ...	Ditto, ...	Roorkee College.
1861	Kali Churun, II, ...	Ditto, ...	Clerk in Judge's Office, Moradabad.
1861	Kally Prassan Mookerji, ...	Ditto, ...	Ditto in Collector's Office, Bareilly.
1861	Nehal Chund, ...	Bareilly College, ...	Head Master, Muttra School.
1861	Rugh Nath, ...	Ditto, ...	2nd Master, Bilgram School.
1861	Umesh Chandra Sannyal, B.A.,...	Benares College, ...	Studying for honours.
1861	Chandra Shekhur Sannyal, B.A.,	Ditto, ...	Ditto ditto.
1861	Keshava Keole, ...	Ditto, ...	2nd English Teacher, Anglo-Sanskrit Department, Benares College.
1861	Brajbhushan Das, ...	Ditto, ...	Acting Librarian, Benares College.
1861	Kyam-ud-din, ...	Ditto, ...	English Master, Benares College.
1861	Jageshwar Prasad Tiwary, ...	Ditto, ...	2nd Master, Mirzapore Native School.
1861	Rama Nath Bhuttacharji, ...	Ditto, ...	Head Clerk, Ghazeepore Magistracy.
1861	Shiv Kumar, ...	Ditto, ...	Extra Teacher, Mirzapore Native School.
1861	Chandra Mohan Mookerji, ...	Ditto, ...	Head Master, Oudh Village School.
1861	Dina Nath Dè, ...	Ditto, ...	Out of employ.
1861	Hari Mohan Banerji, ...	Ditto, ...	Ditto.
1861	Keshav Chandra Dè, ...	Ditto, ...	Head Master, Purwah Government School.
1861	Jumna Dass, ...	Ajmere School, ...	7th Master, Ajmere Government School.
1861	Chhaggan Lall, ...	Ditto, ...	5th Ditto, Ditto Ditto.
1862	Hit Kishore, ...	Agra College, ...	Still in College.
1862	Gokal Dass, ...	Ditto, ...	Out of employ.
1862	Ram Ratan, ...	Ditto, ...	Teacher in the Datteea School.
1862	Karamut Hossein, ...	Bareilly College, ...	Head Master, Scharunpore School.
1862	Narain Dass, ...	Ditto, ...	Ditto, Chundosi Ditto.
1862	Poornoo Chandra Banerji, ...	Benares College, ...	Studying for B.A.
1862	Bhola Nath Roy, ...	Ditto, ...	Ditto Ditto.
1862	Ram Mohan Banerji, ...	Ditto, ...	Ditto Ditto.
1862	Siddheswur Chatterji, ...	Ditto, ...	Head Master, Bengahtola Preparatory School.

Year.	Name.	College.	Present position.
1862	Sar Nath Banerji, ...	Benares College, ...	English Teacher, Benares College.
1862	Doorga Charn Chatterji, ...	Ditto, ...	Ditto, Ditto Ditto.
1862	Manmoth Nath Sein, ...	Ditto, ...	Out of employ.
1862	Kedar Nath Chukerbutty, ...	Ditto, ...	2nd Master, Fyzabad Government School.
1862	Sundar Dass, ...	Ditto, ...	Ditto, Village Government School.
1863	Kirpa Ram, ...	Agra College, ...	Probationary Translator.
1863	Ratan Chand, ...	Ditto, ...	Still in College.
1863	Lalta Pershad, ...	Ditto, ...	Pleader.
1863	Khande Rae, ...	Ditto, ...	Out of employ.
1863	Asad Ali, ...	Ditto, ...	Head Master in Futtehpore Sikri School.
1863	Soonder Lall, ...	Bareilly College, ...	Senior College Class.
1863	Mudun Mohun, ...	Ditto, ...	Private.
1863	Chunder Shekhur, ...	Ditto, ...	Senior College Class.
1863	Purmesree Dass, ...	Ditto, ...	Ditto Ditto.
1863	Tujumul Hossein, ...	Ditto, ...	Head Master, Old City School.
1863	Sham Beharee, ...	Ditto, ...	Ditto, Beharecpore School.
1863	Baroda Prasad Ghose, ...	Benares College, ...	Studying for B.A.
1863	Upendro Nath Ghose, ...	Ditto, ...	Ditto in Law Department, Presidency College.
1863	Ram Rup Ghose, ...	Ditto, ...	Studying for B.A.
1863	Bireshwar Chukerbutty, ...	Benares College, ...	Gomashta, Commissariat Department.
1863	Nucoor Chandra Ghose, ...	Ditto, ...	English Master, Benares College.
1863	Kali Kumar, ...	Ajmere School, ...	Head Master, Training School, Bhagulpore.
1863	Ram Jiwun, ...	Ditto, ...	Ditto, Ditto, Poorneah.
1863	Hur Narain, ...	Ditto, ...	2nd Master, Arrah Government School.
1863	Heera Singh, ...	Ditto, ...	Unemployed at present.
1863	Shunker Lall, ...	Ditto, ...	8th Master, Ajmere School.
1864	Salig Ram, ...	Agra College, ...	Computor in the Office of G. T. Survey of India.
1864	Amba Parshad, ...	Ditto, ...	Ditto Ditto.
1864	Kafur Singh, ...	Ditto, ...	Ditto Ditto.
1864	Jwala Pershad, ...	Ditto, ...	Clerk in the Office of the Agent, Governor-General, Central India.
1864	Madan Mohun, ...	Ditto, ...	Teacher in the Hume's High School, Etawah.
1864	Makkhan Lall, ...	Ditto, ...	Still in College.
1864	Debi Parshad, ...	Ditto, ...	Ditto.
1864	Mohan Lal, ...	Ditto, ...	Ditto.
1864	Luchmi Narain, ...	Ditto, ...	Clerk in the Agra Treasury.
1864	Pearay Lall, ...	Bareilly College, ...	First Arts Class.
1864	Muhamed Saeed, ...	Ditto, ...	Ditto.
1864	Dila Ram, ...	Ditto, ...	Ditto.
1864	Ramji Mull, ...	Ditto, ...	Ditto.
1864	Ajoodhya Pershad, ...	Ditto, ...	Ditto.
1864	Jwala Pershad, ...	Ditto, ...	8th Master, Bareilly College.
1864	Madho Rao, ...	Ditto, ...	First Arts Class.
1864	Bahadoor Singh, ...	Ditto, ...	Head Master, Suhuswan School.
1864	Lukshmi Shunker, ...	Benares College, ...	Studying for B.A.
1864	Adittya Ram, ...	Ditto, ...	Ditto.
1864	Mohendro Nath Datta, ...	Ditto, ...	Ditto.
1864	Bireshwar Mittra, ...	Ditto, ...	Ditto.
1864	Goverdan Dass, ...	Ditto, ...	English Teacher, Konrh School.
1864	Braj Pal Dass, ...	Ditto, ...	Ditto, Benares College
1865	Tej Pall, ...	Agra College, ...	Still in College.
1865	Deo Parshad, ...	Ditto, ...	Ditto.
1865	Novin Chandra, ...	Ditto, ...	Ditto.
1865	Sham Lal, ...	Ditto, ...	Ditto.
1865	Cheda Lall, ...	Bareilly College, ...	Junior College Class.
1865	Gokul Pershad, ...	Ditto, ...	In search of employment.
1865	Niaz Ahmed, ...	Ditto, ...	Junior College Class.
1865	Dori Lall, ...	Ditto, ...	Ditto Ditto.
1865	Kishen Lall, II., ...	Ditto, ...	Ditto Ditto.
1865	Jogul Kishore, ...	Ditto, ...	Ditto Ditto.
1865	Mohun Lall, ...	Ditto, ...	Ditto Ditto.
1865	Kishen Lall, I., ...	Ditto, ...	Ditto Ditto.
1865	Kunhya Lall, ...	Ditto, ...	Ditto Ditto.
1865	Buldeo Pershad, ...	Ditto, ...	Ditto Ditto
1865	Shiv Nath Banerji, ...	Benares College, ...	Studying for First Examination in Arts.
1865	Shama Churun, ...	Ditto, ...	Ditto Ditto.
1865	Uma Charn Mukerji, ...	Ditto, ...	Ditto Ditto.
1865	Akhoy Kumar, ...	Ditto, ...	Ditto Ditto.
1865	Balkrishna, ...	Ditto, ...	Ditto Ditto.
1865	Ajoodhya Prasad, ...	Ditto, ...	Ditto Ditto.
1865	Gover Dhun, ...	Ajmere School, ...	Ditto, in the Ajmere School.
1865	Hazari Lall, ...	Ditto, ...	Ditto Ditto.
1865	Gunga Prashad, ...	Ditto, ...	Ditto Ditto.
1865	Ram Chandra, ...	Ditto, ...	Ditto Ditto.
1865	Behari Lal, ...	Ditto, ...	Ditto Ditto.

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North-Western Provinces.

APPENDIX F.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1865-66.

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils Studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.	
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.
Government College, ...	Agra, ...	October, 1823,...	213	27	6	246	247·4	246	3	40	120	9	52	...	8 As. to Rs. 5
Ditto, ...	Barcilly, ...	A. D. 1837, ...	211	50	7	268	265	268	29	29	210	...	...	...	Ditto.
Ditto, ...	Benares, ...	A. D. 1792, ...	532	27	1	560	528	471	...	...	308	127	90	35	Re. 1 to 5 Rs.
Total, ...	...	...	956	104	14	1,074	1040·4	985	32	69	638	136	142	35	8 As. to Rs. 5

APPENDIX F.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1865-66.—(Continued.)

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts.							
			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	3.	11.	12.	13.	14.	15.	16.	17.	18.
			Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. A. P.	Rs. As P.	Rs. As. P.	Rs. As. P.
Government College, ...	Agra, ...	October, 1823, ...	47,571 3 2	15,712 9 2	...	...	2,428 7 4	797 11 4	...	66,509 15 0
Ditto, ...	Bareilly, ...	A. D. 1837, ...	36,226 7 2	...	...	10 0 0	1,591 15 4	...	2,082 0 0	39,910 6 6
Ditto, ...	Benares, ...	A. D. 1792, ...	60,158 13 5	622 0 0	...	221 0 0	7,920 12 6	270 13 6	68 1 6	69,261 8 11
Total, ...	...	...	1,43,956 7 9	16,334 9 2	...	231 0 0	11,941 3 2	1,068 8 10	2,150 1 6	1,75,681 14 5

APPENDIX F.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1865-66.—(Concluded.)

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institutions	Locality.	When Established.	Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1	2.	3.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Government College, ...	Agra, ...	October, 1823, ...	47,571 3 2	1,968 9 3	49,539 12 5	16,970 2 7	...	200 9 0	192 9 6	
Ditto, ...	Bareilly, ...	A. D. 1837, ...	38,308 7 2	1,581 0 0	39,889 7 2	20 15 4	...	150 0 11	136 11 3	
Ditto, ...	Benares, ...	A. D. 1792, ...	55,868 14 3	13,617 10 8	69.486 8 11	...	225 0 0	131 9 7	113 14 11	
Total, ...	...	...	1,41,748 8 7	17,167 3 11	1,58,915 12 6	16,991 1 11	225 0 0	152 9 11	138 4 9	

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 2.- *I. Institutions for General Education, for the year* 1865-66.

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils studying in each language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government School, ...	Ajmere, ...	1851,	180	42	1	223	197·9	97	20	12	97	...	94	2 As. to 5 Rs.	18,611 10 2	96 0 0	...	500 0 0
Hume's High School, ...	Etawah, ...	27th July, 1856,	251	20	4	375	358	234	30	117	299	4	149	2 As. to 2 Rs.	10,200 0 0	...	...	473 6 0
Total, ...	...	...	531	62	5	598	555·9	331	50	129	396	4	243	2 As. to 5 Rs.	28,811 10 2	96 0 0	...	973 6 0

APPENDIX F.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1865-66.—(Concluded.)

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institutions.	Locality.	When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Government School,	Ajmere, ...	1851, ...	907 3 0	498 3 8	...	20,613 0 10	17,494 15 11	2,654 7 8	20,149 7 7	463 9 3	...	101 12 3	94 0 0	
Hume's High School,	Etawah, ...	27th July, 1856,	736 10 9	...	168 9 0	11,578 0 9	10,368 0 0	1,183 1 3	11,551 1 3	26 15 6	...	32 4 3	28 7 10	
Total, ...	...	...	1,643 13 9	498 3 8	168 0 0	32,191 1 7	27,862 15 11	3,837 8 11	31,700 8 10	490 8 9	...	57 0 3	51 13 8	

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussooric, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1865-66.

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1	2	3	4	5	6	7	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Anglo-Vernacular School, ...	Allygurh, ...	July, 1858, ...	176	23	2	201	206	201	12	201	201	...	...	3 and 4 As.	2,657 0 0	...	...	287 1 2
Ditto, ...	Shahjehanpore,	October, 1854,	78	42	...	120	120	120	6	98	120	...	...	2 to 4 As.	2,101 11 10	...	...	211 7 2
Total, ...	...	...	254	65	2	321	326	321	18	299	321	...	...	2 to 4 As.	4,758 11 10	...	...	498 8 4

APPENDIX F.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1865-56.—(Concluded).

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Name of Institutions.	Locality.	When Established.	Receipts.				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Anglo-Vernacular School,...	Allygurh, ...	July, 1858,...	645 3 0	...	...	3,589 4 2	2,946 0 0	821 3 5	3,767 3 5	...	177 15 3	18 4 7	12 14 4	
Ditto, ...	Shahjehanpore,	October, 1854,	356 11 0	...	...	2,669 14 0	2,263 3 0	357 3 0	2,620 6 0	49 8 0	...	20 5 0	16 4 8	
Total, ...	...	...	1,001 14 0	...	...	6,259 2 2	5,209 3 0	1,178 6 5	6,387 9 5	49 8 0	177 15 3	19 9 6	14 9 6	

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							1st CIRCLE, DEPARTMENT			
Tahsili Schools.	Alligurh.	Huzoor Tahsil, ...	1862, ...	180	41	...	221	218	...	52
		Hathras, ...	1850, ...	376	30	...	406	377	...	39
		Khyr, ...	" ...	61	9	...	70	61	...	6
		Secundra Rao, ...	" ...	103	54	...	157	110	...	18
		Attrowli, ...	" ...	151	34	...	185	181	...	11
		Bijaygurh, ...	1860, ...	65	...	...	65	64	...	5
		Beswan, ...	1859, ...	104	5	...	109	103	...	...
		Tappal, ...	1850, ...	77	3	...	80	76	...	...
		Total, ...	... ...	1,117	176	...	1,293	1,190	...	131
	Boolundshahr.	Huzoor Tahsil, ...	1856, ...	155	63	...	218	174	21	5
		Secundrabad, ...	" ...	148	38	...	186	195	8	54
		Khurja, ...	" ...	205	43	...	248	262	...	...
		Debaee, ...	" ...	80	118	...	198	197	1	22
		Total, ...	... ...	588	262	...	850	828	30	81
	Meerut.	Huzoor Tahsil, ...	1855, ...	192	96	3	291	222	50	200
		Sirdhana, ...	" ...	66	53	4	122	102	...	...
		Barouth, ...	" ...	103	7	...	110	72	...	...
		Ghaziabad, ...	1865, ...	66	18	...	84	82	...	...
		Hapore, ...	1855, ...	61	16	...	77	77	...	...
		Baghput, ...	1865, ...	122	7	...	129	95	...	...
		Mooana, ...	" ...	33	13	...	46	50	...	...
		Total, ...	... ...	642	210	7	859	700	50	200
	Mozufferneggur.	Huzoor Tahsil, ...	1856, ...	26	25	...	51	52	...	10
		Khatowli, ...	" ...	102	16	...	118	117	...	36
		Shamli, ...	" ...	155	13	...	168	170	...	32
		Thana Bhawun, ...	... ...	96	73	...	169	149	...	39
		Poor, ...	1856, ...	45	42	...	87	86	...	29
		Total, ...	... ...	424	169	...	593	574	...	146
	Saharunpore.	Huzoor Tahsil, ...	1852, ...	87	142	...	229	175	...	100
		Deobund, ...	1851, ...	23	57	...	80	77	...	60
		Munglore, ...	1853, ...	39	22	...	61	59	...	23
		Jwalapore, ...	1854, ...	146	17	...	163	115	...	30
		Gungoh, ...	" ...	49	44	...	93	85	...	60
		Ambaitha, ...	" ...	66	35	...	101	97	...	70
		Total, ...	... ...	410	317	...	727	608	...	343
	Dehra Doon.	Huzoor Tahsil, ...	1864, ...	46	6	...	52	48	...	20
		Kalsi, ...	1855, ...	33	...	...	33	25	...	...
		Lakhund, ...	... ...	43	...	...	43	37	...	...
		Total, ...	... ...	122	6	...	128	110	...	20
	Bareilly.	Huzoor Tahsil, ...	1854, ...	100	93	...	193	142	...	...
		Beesulpore, ...	1850, ...	87	7	...	94	83	...	4
		Faridpore, ...	" ...	64	24	...	88	98	...	10
		Nawabgunj, ...	" ...	55	7	...	62	55	...	...
		Pilibhit, ...	1851, ...	133	17	...	150	120	...	...
		Shahi, ...	1850, ...	40	10	...	50	44	...	4
		Aonlah, ...	" ...	71	28	...	99	84	...	19
		Jahanabad, ...	" ...	36	14	...	50	44	...	3
		Darow, ...	1861, ...	12	26	...	38	41	...	...
		Total, ...	... ...	598	226	...	824	711	...	40
	Bijnour.	Huzoor Tahsil, ...	1856, ...	63	27	...	90	82	...	72
		Naginah, ...	" ...	46	19	...	65	63	...	29
		Najibabad, ...	" ...	14	22	...	36	31	...	22
		Nehtore, ...	" ...	23	58	...	81	82	...	23
		Chandpore, ...	" ...	21	51	...	72	69	...	35
		Total, ...	... ...	167	177	...	344	327	...	181

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling fees.	Receipts.			
Oordoo.	Hindi.				From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
164	155	...	...	1 and 2 annas.	385 11 11	...	...	74 1 0
101	335	...	...	"	373 5 5	...	...	150 6 2
17	64	...	...	"	332 13 5	...	...	...
75	82	...	...	"	149 2 8	...	...	122 10 6
64	121	...	...	"	331 2 11	...	...	63 14 11
10	64	...	...	"	197 2 8	...	...	...
10	109	...	...	"	193 14 11	...	...	...
34	77	...	...	"	212 12 2	...	...	...
475	1,007	...	...	"	2,176 2 1	...	...	411 0 7
128	95	...	...	2 annas.	548 10 0	...	106 11 11	...
112	75	...	...	"	374 15 3	...	101 0 0	...
57	190	...	...	"	478 3 11	...	90 0 0	...
133	65	...	...	"	456 12 4	...	71 0 0	...
430	425	...	...	"	1,858 9 6	...	368 11 11	...
212	79	...	...	1 and 2 annas.	396 9 2	...	...	266 7 9
87	35	...	...	"	215 9 2	...	...	133 0 0
30	75	...	...	"	212 9 2	...	...	60 5 2
39	46	...	...	"	139 9 2	...	...	72 0 0
65	15	...	...	"	249 9 2	...	...	60 0 0
49	76	...	...	"	115 9 2	...	...	86 12 10
31	23	...	...	"	83 9 0	...	...	57 6 8
513	349	...	...	"	1,413 0 0	...	...	796 0 5
51	...	...	...	1 and 2 annas.	183 9 4	...	26 4 4	...
84	45	...	...	"	257 6 2	...	72 0 0	...
83	97	...	...	"	345 2 0	...	117 8 0	...
138	31	...	...	"	280 2 0	...	84 0 0	...
87	...	...	...	"	226 5 11	...	59 14 6	...
443	173	...	...	"	1,290 9 5	...	359 10 10	...
229	...	...	...	1 and 2 annas.	368 14 0	...	97 0 0	...
80	...	...	...	"	348 7 9	...	37 13 9	...
43	18	...	...	"	161 1 3	...	31 0 3	...
61	102	...	...	"	215 8 0	...	61 0 0	...
93	...	...	...	"	162 0 0	...	30 0 0	...
101	...	...	...	"	177 13 6	...	45 13 6	...
607	120	...	...	"	1,433 12 6	...	302 11 6	...
44	8	...	...	1 and 2 annas.	135 0 0	...	...	...
...	33	...	...	"	108 8 0	...	...	...
...	43	...	...	"	135 0 0	...	...	...
44	84	...	...	"	378 8 0	...	...	...
110	93	...	...	1 and 2 annas.	392 6 3	...	...	...
87	11	...	...	"	323 1 8	...	...	...
86	10	...	...	"	282 4 8	...	...	...
35	45	...	...	"	203 11 8	...	...	...
45	120	...	...	"	281 8 11	...	...	...
50	...	...	...	"	184 5 1	98 0 0	...	...
87	19	...	...	"	304 8 8	...	...	...
50	...	...	...	"	197 1 1	...	...	...
22	16	...	...	"	138 4 10	...	...	...
572	314	...	...	"	2,307 4 10	98 0 0	...	...
90	...	...	...	1 and 2 annas.	489 14 11	...	...	...
25	...	...	...	"	331 12 10	...	...	...
36	...	...	...	"	197 3 0	...	...	...
81	...	...	...	"	229 12 6	...	...	...
72	...	...	...	"	240 4 3	...	...	...
304	...	...	...	"	1,488 15 6	...	...	...

APPEN

TABLE No. 3—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
							1ST CIRCLE, DEPARTMENT
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As P.
Tahsili Schools.	Allygurh.	Huzoor Tahsil, ...	1862, ...	306 10 0	...	...	766 6 11
		Hathras, ...	1850, ...	453 1 0	...	...	976 12 7
		Khyr, ...	" ...	69 15 0	...	100 0 0	502 12 5
		Secundra Rao, ...	" ...	107 7 0	...	...	379 4 2
		Attrowli, ...	" ...	181 4 0	...	...	576 5 10
		Bijaygurh, ...	1860, ...	78 2 0	...	...	275 4 8
		Beswan, ...	1859, ...	134 7 0	...	...	328 5 11
		Tappal, ...	1850, ...	97 3 0	..	...	309 15 2
		Total, ...	... ...	1,428 1 0	...	100 0 0	4,115 3 8
	Boolundshahr.	Huzoor Tahsil, ...	1856, ...	169 15 0	...	...	825 4 11
		Secundrabad, ...	" ...	183 6 0	...	...	659 5 3
		Khurja, ...	" ...	268 10 0	...	...	836 13 11
		Debaee, ...	" ...	156 12 0	...	...	684 8 4
		Total, ...	... ...	778 11 0	...	...	3,006 0 5
	Meerut.	Huzoor Tahsil, ...	1855, ...	257 12 0	...	...	920 12 11
		Sirdhana, ...	" ...	105 14 0	...	...	454 7 2
		Barouth, ...	" ...	38 13 0	...	...	311 11 4
		Ghaziabad, ...	1865, ...	88 10 0	...	...	300 3 2
		Hapore, ...	1855, ...	36 13 0	...	...	346 6 2
		Baghput, ...	1865, ...	48 0 0	...	...	250 6 0
		Mooana, ...	" ...	34 10 0	...	...	175 9 8
		Total, ...	... ...	610 8 0	...	...	2,759 8 5
	Moozufferngugur.	Huzoor Tahsil, ...	1856, ...	53 13 0	...	...	263 10 8
		Khatowli, ...	" ...	94 0 0	...	...	423 6 2
		Shamli, ...	" ...	122 11 0	...	...	583 5 0
		Thana Bhawun, ...	... ...	70 11 0	...	...	434 13 0
		Poor, ...	1856, ...	66 10 0	...	...	352 14 5
		Total, ...	... ...	407 13 0	...	...	2,058 1 3
	Saharunpore.	Huzoor Tahsil, ...	1852, ...	180 9 0	...	...	646 7 0
		Deobund, ...	1851, ...	69 14 0	...	...	456 3 6
		Munglore, ...	1853, ...	81 9 0	...	...	273 10 6
		Jwalapore, ...	1854, ...	139 6 0	...	...	415 14 0
		Gungoh, ...	" ...	77 6 0	...	...	269 6 0
		Ambaitha, ...	" ...	126 3 0	...	..	349 14 0
		Total, ...	... ...	674 15 0	...	...	2,411 7 0
	Dehra Doon.	Huzoor Tahsil, ...	1864, ...	74 0 0	...	...	209 0 0
		Kalsi, ...	1855, ...	39 6 0	...	...	147 14 0
		Lakhund, ...	... ...	56 15 0	...	...	191 15 0
		Total, ...	... ...	170 5 0	...	...	548 13 0
	Bareilly.	Huzoor Tahsil, ...	1854, ...	157 4 0	...	...	549 10 3
		Beesulpore, ...	1850, ...	100 9 0	...	...	423 10 8
		Faridpore, ...	" ...	107 0 0	...	...	389 4 8
		Nawabgunj, ...	" ...	59 10 0	...	...	263 5 8
		Pillibhit, ...	1851, ...	82 6 0	...	...	363 14 11
		Shahi. ..	1850, ...	51 0 0	...	...	333 5 1
		Aonlah, ...	" ...	79 0 0	...	...	383 8 8
		Jahanabad, ...	" ...	39 3 0	...	...	236 4 1
		Darow, ..	1861, ...	48 0 0	...	...	186 4 10
		Total, ...	... ...	724 0 0	...	...	3,129 4 10
	Bijnour	Huzoor Tahsil, ...	1856, ...	103 8 0	...	...	593 6 11
		Naginab, ...	" ...	99 2 0	...	...	430 14 10
		Nujibabad, ...	" ...	48 14 0	...	...	246 1 0
		Nehtore, ...	" ...	103 10 0	...	...	333 6 6
		Chandpore, ...	" ...	80 14 0	...	...	321 2 3
		Total, ...	... ...	436 0 0	...	...	1,924 15 6

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—(*Continued.*)

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Amount cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
494 1 0	272 5 11	766 6 11	...	...	3 8 3	1 12 3	
484 0 0	492 12 7	976 12 7	...	...	2 9 5	0 15 10	
204 0 0	298 12 5	502 12 5	...	...	8 3 11	5 7 4	
235 0 0	144 4 2	379 4 2	...	...	3 7 2	1 5 8	
372 1 2	204 11 8	576 5 10	...	...	3 2 11	1 13 3	
180 0 0	95 4 8	275 4 8	...	...	4 4 10	3 1 4	
180 0 0	148 5 11	328 5 11	...	...	3 3 0	1 14 2	
180 0 0	129 15 2	309 15 2	...	...	4 1 3	2 12 10	
2,329 2 2	1,786 1 6	4,115 3 8	...	...	3 7 4	1 13 3	
604 11 11	220 9 0	825 4 11	...	...	4 11 11	3 2 5	
425 5 3	234 0 0	659 5 3	...	...	3 6 1	1 14 9	
517 9 11	319 4 0	836 13 11	...	...	3 3 1	1 13 2	
477 2 4	207 6 0	684 8 4	...	...	3 7 7	2 5 1	
2,024 13 5	981 3 0	3,006 0 5	...	...	3 10 1	2 3 11	
626 7 9	294 5 2	920 12 11	...	...	4 2 4	1 12 7	
313 0 0	141 7 2	454 7 2	...	...	4 7 3	2 1 10	
240 5 2	71 6 2	311 11 4	...	...	4 5 3	2 15 3	
180 0 0	120 3 2	300 3 2	...	...	3 10 7	1 11 3	
270 0 0	76 6 2	346 6 2	...	...	4 7 11	3 3 10	
170 12 10	79 9 2	250 6 0	...	...	2 10 2	1 3 6	
117 6 8	58 3 0	175 9 8	...	...	3 8 2	1 10 9	
1,918 0 5	841 8 0	2,759 8 5	...	...	3 15 1	2 0 4	
184 8 8	79 2 0	263 10 8	...	..	5 1 2	3 8 6	
263 0 0	160 6 2	423 6 2	...	...	3 9 11	2 3 2	
415 0 0	168 5 0	583 5 0	...	...	3 6 11	2 0 4	
312 0 0	122 13 0	434 13 0	...	...	2 14 8	1 14 1	
252 13 5	100 1 0	352 14 5	...	...	4 1 8	2 10 1	
1,427 6 1	630 11 2	2,058 1 3	...	...	3 9 4	2 4 0	
422 0 0	224 7 0	646 7 0	...	...	3 11 1	2 1 8	
372 0 0	83 3 6	456 3 6	...	...	5 14 10	4 8 5	
180 0 0	93 10 6	273 10 6	...	...	4 10 3	2 11 8	
266 0 0	149 14 0	415 14 0	...	...	3 9 10	1 14 0	
180 0 0	89 6 0	269 6 0	...	...	3 2 8	1 14 6	
204 0 0	145 14 0	349 14 0	...	...	3 9 9	1 13 4	
1,624 0 0	787 7 0	2,411 7 0	...	...	3 15 6	2 5 9	
120 0 0	89 0 0	209 0 0	...	...	4 5 8	2 13 0	
96 0 0	51 14 0	147 14 0	...	...	5 14 8	4 5 5	
120 0 0	71 15 0	191 15 0	...	...	5 3 0	3 10 5	
336 0 0	212 13 0	548 13 0	...	...	4 15 10	3 7 1	
349 0 0	200 10 3	549 10 3	...	...	3 13 11	2 12 3	
186 0 0	137 10 8	423 10 8	...	...	5 1 8	3 14 3	
204 0 0	185 4 8	389 4 8	...	...	5 15 7	2 14 1	
180 0 0	183 5 8	263 5 8	...	...	4 12 7	3 11 3	
246 2 0	117 12 11	363 14 11	...	...	3 0 6	2 5 6	
242 0 0	91 5 1	333 5 1	...	...	7 9 3	4 3 0	
264 0 0	119 8 8	383 8 8	...	...	4 9 1	3 10 0	
180 0 0	56 4 1	236 4 1	...	...	5 5 11	4 7 8	
120 0 0	66 4 10	186 4 10	...	...	4 8 8	3 6 0	
1,971 2 0	1,158 2 10	3,129 4 10	...	...	4 6 5	3 3 11	
343 2 1	250 4 10	593 6 11	...	...	6 13 5	5 4 3	
300 0 0	130 14 10	430 14 10	...	...	7 15 0	5 4 3	
169 6 3	76 10 9	246 1 0	...	...	7 15 0	6 5 9	
155 15 8	177 6 10	333 6 6	...	...	4 1 1	2 12 10	
200 7 6	120 10 9	321 2 3	...	...	4 10 5	3 7 9	
1,168 15 6	756 0 0	1,924 15 6	...	...	5 14 2	4 8 10	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							1st CIRCLE, DEPARTMENT			
Tahsili Schools.	Budaon.	Huzoor Tahsil, ...	1857, ...	82	137	...	219	222	...	...
		Datagunje, ...	1856, ...	37	5	...	42	48	...	...
		Sahswan, ...	" ...	42	57	...	99	100	...	...
		Bissowli, ...	" ...	13	25	...	38	37	...	...
		Gunnour, ...	1857, ...	11	59	...	70	68	...	...
		Total, ...	... ...	185	283	...	468	475	...	...
	Moradabad.	Huzoor Tahsil, ...	1853, ...	98	88	...	186	161	...	4
		Kashipore, ...	1855, ...	110	13	...	123	120	...	...
		Chandowsi, ...	" ...	63	5	...	68	70	...	1
		Thakur Dwara, ...	1856, ...	76	25	...	101	84	...	9
		Sumbhul, ...	1855, ...	184	174	...	358	324	...	8
		Amroha, ...	" ...	15	173	...	188	170	...	13
		Hussenpore, ...	" ...	90	18	...	108	81	...	...
		Total, ...	... ...	636	496	...	1,132	1,010	...	35
	Shahje-hanpore.	Huzoor Tahsil, ...	1850, ...	156	203	...	359	317	...	15
		Tilhur, ...	" ...	63	49	...	112	95	...	10
		Jalalabad, ...	" ...	46	20	...	66	62	...	4
		Pawain, ...	" ...	50	11	...	61	68	...	...
		Khoolar, ...	" ...	63	...	...	63	51	...	...
		Total, ...	... ...	378	283	...	661	593	...	29
		Grand Total, ...	... ...	5,267	2,605	7	7,879	7,126	83	1,206
							2nd CIRCLE, DEPARTMENT			
	Agra.	Taj Gunje, ...	1st April, 1850, ...	94	17	...	111	96·26	50	8
		Eradutnuggur, ...	Ditto, ...	39	5	...	44	31·28	...	7
		Futtehabad, ...	Ditto, ...	63	17	...	80	62·39	...	17
		Etmadpore, ...	Ditto, ...	70	5	...	75	66·96	21	10
		Ferozabad, ...	Ditto, ...	145	24	...	169	149·12	37	20
		Bah, ..	Ditto, ...	65	2	...	67	58·68	...	2
		Jugnair, ...	Ditto, ...	64	3	...	67	41·19	...	...
		Futtehpore Sicri, ...	Ditto, ...	...	...	...	...	...	...	...
		Farreh, ...	Ditto, ...	60	10	...	70	60·94	...	8
		Total, ...	... ...	600	83	...	683	566·82	108	72
	Cawnpore.	Huzoor Tahsil, ...	On different dates.	49	25	...	74	69·21	...	...
		Nurwul, ..		66	2	...	68	68·57	22	2
		Ghatampore, ..		51	7	...	58	52·41	25	9
		Bilhoor, ...		86	4	...	90	83·71	32	20
		Sheoli, ...		66	3	...	69	61·81	21	3
		Bithoor, ...		66	...	...	66	67·80	38	2
		Rusoolabad, ...		52	4	...	56	51·45	...	7
		Akberpore, ...		90	3	...	93	92·21	56	11
		Pookrayan, ..		55	1	...	56	58·89	...	...
		Khanpore, ...		67	...	...	67	79·10	28	3
		Derapore, ...		43	18	...	61	69·61	37	20
		Total, ...	... ...	691	67	...	758	754·77	259	76
	Etah	Huzoor Tahsil, ...	Different dates.	139	9	...	148	122·76	...	...
		Kasgunje, ...		144	11	1	156	112·35	...	...
		Aligunje, ...		81	24	...	105	93·66	...	...
		Dundwara Gunje, ..		91	26	...	117	108·58	...	...
		Total, ...	... ...	455	70	1	526	437·35	...	...
	Etawah.	Huzoor Tahsil, ...	18th April, 1850,...	...	...	...	...	...	...	...
		Jaswantnuggur, ...	Ditto, ...	86	4	...	90	85·68	...	...
		Lucknah, ...	Ditto, ...	69	4	...	73	70·03	...	...
		Bhurthanah, ...	Ditto, ...	79	5	...	84	59·75	...	...
		Beylah, ...	Ditto, ...	79	2	...	81	78·33	..	3
		Phuppoond, ...	Ditto, ...	115	6	...	121	123·64	30	17
		Ouriyah, ...	Ditto, ...	88	2	...	90	96·50	...	7
		Total, ...	... ...	516	23	...	539	513·92	30	27

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling fees.	Receipts.			
Oordoo.	Hindi.	Sanskrit.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
217	2	...	...	1 and 2 annas.	448 3 10	...	...	256 1 2
12	30	...	...	"	196 1 2	...	...	...
99	...	...	...	"	370 8 9	...	...	144 0 0
38	...	...	...	"	137 14 0	...	...	60 0 0
70	...	...	...	"	178 1 4	...	...	60 0 0
436	32	...	...	"	1,331 9 9	...	...	520 1 2
155	31	...	...	1 and 2 annas.	380 13 3	...	...	189 8 10
28	95	...	...	"	224 4 4	...	...	3 2 3
32	36	...	...	"	162 1 9	...	...	78 0 0
85	16	...	...	"	290 1 9	...	...	17 0 0
254	104	...	...	"	183 1 8	...	...	449 1 0
188	...	...	...	"	235 1 8	...	...	210 0 0
74	34	...	...	"	209 12 0	...	...	23 13 11
816	316	...	...	"	1,685 4 5	...	...	970 10 0
262	130	...	...	1 and 2 annas.	444 6 0	...	...	414 8 9
[illegible]	55	...	...	"	196 14 0	...	...	108 0 0
66	13	...	...	"	194 14 0	...	...	58 0 0
46	45	...	...	"	182 8 0	...	...	74 5 9
20	33	...	...	"	165 10 2	...	...	71 13 5
455	276	...	...	"	1,184 4 2	...	...	726 11 11
5,093	3,099	...	...	"	16,548 0 2	98 0 0	1,331 2 3	3,364 8 1
PUBLIC INSTRUCTION, N.-W. P.								
70	111	...	...	1 and 2 annas.	275 3 6	...	...	116 15 10
6	39	...	...	"	127 1 4	...	...	46 1 0
17	75	...	...	"	196 8 3	...	...	48 10 4
26	75	...	...	"	137 12 8	...	...	48 0 0
40	145	...	...	"	260 7 6	...	...	48 0 0
13	65	...	...	"	136 11 0	...	...	47 6 10
...	67	...	...	"	131 0 2	...	...	46 1 0
...	...	...	...	"	...	...	...	...
30	70	...	...	"	149 14 6	...	...	48 0 0
202	647	...	...	"	1,414 10 11	...	...	449 3 0
58	27	...	...	1 and 2 annas.	147 1 0	...	...	48 0 0
22	68	...	...	"	139 5 0	...	...	48 0 0
7	36	...	...	"	158 15 0	...	...	46 3 2
39	54	...	...	"	143 2 6	...	...	39 13 2
7	65	...	...	"	144 11 3	...	...	48 0 0
4	62	...	...	"	106 15 0	...	...	35 9 10
13	49	...	...	"	599 7 8	...	...	48 0 0
50	89	...	...	"	588 5 6	...	...	48 0 0
3	56	...	...	"	342 13 0	...	...	17 11 7
39	67	...	...	"	104 10 0	...	...	45 8 0
29	50	...	...	"	216 15 6	...	...	48 0 0
271	623	...	...	"	2,592 5 5	...	...	472 13 6
49	104	...	...	1 and 2 annas.	274 3 9	...	...	116 9 4
35	145	...	...	"	134 14 2	...	74 3 0	103 3 8
34	86	...	...	"	265 15 7	...	...	60 0 0
36	98	...	...	"	228 11 0	...	...	428 0 0
154	433	...	...	"	903 12 6	...	74 3 0	707 13 0
...	...	...	...	1 and 2 annas.	120 0 0	...	...	48 0 0
5	90	...	...	"	173 10 3	...	...	48 0 0
7	73	...	...	"	185 10 10	...	...	48 0 0
8	84	...	...	"	139 10 7	...	...	48 0 0
3	78	...	...	"	147 13 4	...	...	96 0 0
17	74	...	...	"	211 3 4	...	...	96 0 0
8	82	...	...	"	747 5 4	...	...	96 0 0
48	481	...	...	1 and 2 annas.	1,126 12 8	...	...	480 0 0

APPEN

TABLE No. 3—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					1st CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Tahsili Schools.	Budaon.	Huzoor Tahsil, ...	1857, ...	120 11 0	...	...	825 0 0
		Datagunje, ...	1856, ...	23 8 0	...	...	219 9 2
		Sahswan, ...	" ...	67 4 0	...	...	581 12 9
		Bissowli, ...	" ...	14 6 0	...	...	212 4 0
		Gunnour, ...	1857, ...	17 9 0	...	...	256 7 0
		Total, ...	... ...	243 6 0	...	...	2,095 0 11
	Moradabad.	Huzoor Tahsil, ...	1853, ...	138 0 0	...	...	708 6 1
		Kashipore, ...	1855, ...	140 0 0	...	...	367 6 7
		Chandowsi, ...	" ...	63 14 0	...	...	303 15 9
		Thakur Dwara. ...	1856, ...	116 12 0	...	...	423 13 9
		Sumbhul, ...	1855, ...	210 5 0	...	...	842 7 8
		Amroha, ...	" ...	98 11 0	...	...	543 12 8
		Hussenpore, ...	" ...	94 9 0	...	...	328 2 11
		Total, ...	... ...	862 3 0	...	...	3,518 1 5
	Shahje-hanpore.	Huzoor Tahsil, ...	1850, ...	170 9 0	...	...	1,029 7 9
		Tilhur, ...	" ...	116 14 0	...	...	421 12 0
		Jalalabad, ...	" ...	55 14 0	...	...	308 12 0
		Pawain, ...	" ...	42 15 0	...	...	299 12 9
		Khoolar, ...	" ...	29 10 0	...	...	267 1 7
		Total, ...	... ...	415 14 0	...	...	2,326 14 1
		Grand Total, ...	... ...	6,751 12 0	...	100 0 0	27,873 6 6
					2nd CIRCLE, DEPARTMENT		
	Agra.	Taj Gunje, ...	1st April, 1850, ...	122 8 0	...	...	514 11 4
		Eradutnuggur, ...	Ditto, ...	31 3 0	...	...	204 5 4
		Futtehabad, ...	Ditto, ...	57 13 0	...	...	302 15 7
		Etmadpore, ...	Ditto, ...	119 6 0	...	...	305 2 8
		Ferozabad, ...	Ditto, ...	108 10 0	...	...	417 1 6
		Bah, ...	Ditto, ...	39 8 0	...	...	223 9 10
		Jugnair, ...	Ditto, ...	15 3 0	...	...	192 4 2
		Futtehpore Sicri, ...	Ditto, ...	...	...	...	...
		Farreh, ...	Ditto, ...	33 0 0	...	...	230 14 6
		Total, ...	... ...	527 3 0	...	...	2,391 0 11
	Cawnpore.	Huzoor Tahsil, ...	On different dates.	90 15 0	...	...	286 0 0
		Nurwul, ...		57 15 0	...	...	245 4 0
		Ghatampore, ...		34 1 0	...	...	219 3 2
		Bilhoor, ...		103 3 0	...	...	286 2 8
		Sheoli, ...		61 7 0	...	...	254 2 3
		Bithoor, ...		78 15 0	...	...	221 7 10
		Rusoolabad, ...		35 15 0	...	...	683 6 8
		Akberpore, ...		79 2 0	...	7 8 0	722 15 6
		Pookrayan, ...		39 8 0	...	0 5 3	300 5 7
		Khanpore, ...		36 4 0	...	1 5 0	187 11 0
		Derapore, ...		50 10 0	...	10 0 0	325 9 6
		Total, ...	... ...	647 15 0	...	19 2 3	3,732 4 2
	Etah.	Huzoor Tahsil, ...	Different dates.	65 3 0	...	...	456 0 1
		Kasgunje, ...		54 14 0	...	...	367 2 10
		Aligunje, ...		55 8 0	...	...	381 7 7
		Dundwara Gunje,...		42 4 0	...	...	698 15 0
		Total, ...	... ...	217 13 0	...	...	1,903 9 6
	Etawah.	Huzoor Tahsil, ...	18th April, 1850, ...	...	...	...	168 0 0
		Juswuntnuggur, ...	Ditto, ...	65 7 0	...	...	287 1 3
		Lucknah, ...	Ditto, ...	70 8 0	...	...	303 9 10
		Bhurthanah, ...	Ditto, ...	57 14 6	...	...	245 9 1
		Beylah, ...	Ditto, ...	79 1 0	...	...	322 14 4
		Phuppoond, ...	Ditto, ...	96 3 0	...	...	403 6 4
		Ouriyah, ...	Ditto, ...	50 5 0	...	...	295 10 4
		Total, ...	... ...	419 6 6	...	...	2,026 3 2

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
362 7 10	462 8 2	825 0 0	...	...	3 11 6	2 0 4	
161 3 2	58 6 0	219 9 2	...	...	4 9 2	4 1 4	
244 10 9	337 2 0	581 12 9	...	...	5 13 1	3 11 3	
100 0 0	112 4 0	212 4 0	...	...	5 11 9	3 11 7	
144 0 0	112 7 0	256 7 0	...	...	3 12 4	2 10 1	
1,012 5 9	1,082 11 2	2,095 0 11	...	...	4 6 7	2 12 10	
511 4 4	197 1 9	708 6 1	...	...	4 6 5	2 5 10	
182 4 0	185 2 7	367 6 7	...	...	3 1 0	1 13 11	
198 0 0	105 15 9	303 15 9	...	...	4 5 6	2 5 1	
257 0 0	166 13 9	423 13 9	...	...	5 0 9	3 7 3	
569 1 0	273 6 8	842 7 8	...	...	2 9 7	0 9 1	
390 0 0	153 12 8	543 12 8	...	...	3 3 2	1 6 2	
193 3 7	134 15 4	328 2 11	...	...	4 0 10	2 9 5	
2,300 12 11	1,217 4 6	3,518 1 5	...	...	2 7 9	1 10 8	
798 8 9	230 15 0	1,029 7 9	...	...	3 4 0	1 6 5	
252 0 0	169 12 0	421 12 0	...	...	4 7 0	2 1 2	
202 0 0	106 12 0	308 12 0	...	...	4 15 8	3 2 3	
218 5 9	81 7 0	299 12 9	...	...	4 6 6	2 10 11	
208 15 7	58 2 0	267 1 7	...	...	5 3 10	3 4 0	
1,679 14 1	647 0 0	2,326 14 1	...	...	3 2 11	1 15 11	
17,792 8 4	10,100 14 2	27,893 6 6	...	...	3 14 7	2 5 1	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
330 15 10	183 11 6	514 11 4	...	...	5 5 7	2 13 9	
164 12 4	39 9 0	204 5 4	...	...	6 8 6	4 1 0	
228 10 4	74 5 3	302 15 7	...	...	4 13 8	3 2 5	
169 5 2	135 13 6	305 2 8	...	...	4 8 11	2 0 9	
288 0 0	129 1 6	417 1 6	...	...	2 12 1	1 11 11	
167 6 10	56 3 0	223 9 10	...	...	3 13 0	2 5 3	
165 11 8	26 8 6	192 4 2	...	...	4 10 8	3 2 11	
...	...	...	...	...	...	...	
174 0 0	56 14 6	230 14 6	...	...	3 12 8	2 7 4	
1,688 14 2	702 2 9	2,391 0 11	...	...	4 3 6	2 7 11	
92 4 3	193 11 9	286 0 0	...	...	4 2 2	2 2 2	
120 0 0	125 4 0	245 4 0	...	...	3 9 3	2 0 6	
96 0 0	123 3 2	219 3 2	...	...	4 2 11	3 0 6	
96 0 0	190 2 8	286 2 8	...	...	3 6 8	1 11 4	
120 0 0	134 2 3	254 2 3	...	...	4 1 9	2 5 5	
96 0 0	125 7 10	221 7 10	...	...	3 4 3	1 9 3	
120 6 2	563 0 6	683 6 8	...	...	13 4 6	11 10 5	
144 0 0	578 15 6	722 15 6	...	...	7 13 5	6 6 1	
135 0 0	165 5 7	300 5 7	...	...	5 1 7	4 2 0	
96 0 0	91 0 0	187 11 0	...	...	2 5 11	1 5 2	
180 0 0	145 9 6	325 9 6	...	...	4 10 10	3 1 10	
1,295 10 5	2,436 9 9	3,732 4 2	...	...	4 15 1	3 6 11	
365 9 4	90 6 9	456 0 1	...	...	3 11 5	2 3 8	
214 3 8	152 15 2	367 2 10	...	...	3 4 3	1 3 3	
204 0 0	177 7 7	381 7 7	...	...	4 0 11	2 2 8	
183 0 0	515 15 0	698 15 0	...	...	6 6 7	2 1 7	
966 13 0	936 12 6	1,903 9 6	...	...	4 5 8	2 4 8	
120 0 0	48 0 0	168 0 0	...	...	...	...	
142 0 0	145 1 3	287 1 3	...	...	3 5 7	2 0 5	
144 0 0	159 9 10	303 9 10	...	...	4 5 5	2 10 4	
120 0 0	125 9 1	245 9 1	...	...	4 1 9	2 5 5	
120 0 0	202 14 4	322 14 4	...	...	4 2 0	1 12 2	
180 0 0	223 6 4	403 6 4	...	...	3 4 2	1 11 4	
120 0 0	175 10 4	295 10 4	...	...	3 1 0	1 8 5	
946 0 0	1,010 3 2	2,026 3 2	...	...	3 15 1	2 3 1	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							2ND CIRCLE, DEPARTMENT			
Tahsili Schools.	Furruckabad.	Huzoor Tahsil, ...	27th April, 1850, ...	139	12	...	151	109·92	83	...
		Chubramow, ...	Ditto, ...	148	10	...	158	94·94	91	10
		Tirwa, ...	Ditto, ...	90	8	...	98	80·38	24	16
		Sourikh, ...	Ditto, ...	42	18	...	60	54·98	...	...
		Serae Meeran, ...	Ditto, ...	119	8	...	127	105·98	...	...
		Kaimgunje, ...	Ditto, ...	64	34	...	98	74 11	...	40
		Shumshabad, ...	Ditto, ...	65	13	...	78	62·56	43	...
		Total, ...	... ...	667	103	...	770	582·87	241	66
	Humeerpore.	Huzoor Tahsil, ...	Different dates.	32	19	...	51	52	11	...
		Soomairpore, ...		43	2	...	45	45	...	...
		Jalalpore, ...		37	3	...	40	45	...	...
		Jeitpore, ...		49	8	...	57	54	...	...
		Mondha, ...		14	13	...	27	42	...	...
		Mahoba,, ...		21	21	...	42	51	...	...
		Kulpahar, ...		42	12	...	54	42	...	...
		Rath, ...		27	23	...	50	51	...	...
		Total, ...	... ...	265	101	...	366	382	11	...
	Jaloun.	Huzoor Tahsil, ...	Different dates,	66	7	...	73	69·51	10	...
		Juggummunpore, ...		48	2	...	50	49·17	...	1
		Konch, ...		62	3	...	65	60·84	...	...
		Oraie, ...		15	11	...	26	28·39	...	...
		Calpee, ...		46	5	...	51	54·48	30	17
		Total, ...	... ...	237	28	...	265	262·39	40	18
	Jhansie.	Burwa Sagar, ...	Different dates.	56	...	...	56	53	...	...
		Bhandere, ...		51	8	...	59	59	...	...
		Mote, ...		49	1	...	50	53	...	...
		Chirgaon, ...		34	1	...	55	51	...	...
		Eruch, ...		74	26	...	100	84	...	...
		Goorserai, ...		72	2	...	74	76	...	...
		Mow, ...		73	2	...	75	75	...	...
		Rampore, ...		68	2	...	70	62	...	...
		Total, ...	... ...	497	42	...	539	513	...	...
	Lullutpore.	Lullutpore, ...	Different dates.	111	6	...	117	118	...	17
		Tal Behut, ...		41	1	...	42	42	...	...
		Mahrowni, ...		46	2	...	48	44	...	...
		Maraora, ...		45	1	...	46	41	...	...
		Total, ...	... ...	243	10	...	253	240	...	17
	Muthra.	Huzoor Tahsil, ...	5th April, 1850, ...	106	9	...	115	100·79	...	22
		Bindrabun, ...	Ditto, ...	62	1	...	63	61·84	...	13
		Areeng, ...	Ditto, ...	49	12	...	61	61·02	...	5
		Chatthaee, ...	Ditto, ...	76	...	...	76	73·61	...	...
		Kosee, ...	Ditto, ...	91	19	...	110	107·55	...	35
		Rayah, ...	Ditto, ...	94	4	...	98	100·29	...	13
		Mahabun, ...	Ditto, ...	80	3	...	83	76·24	...	10
		Sadabad, ...	Ditto, ...	87	9	...	96	95·08	...	42
		Jalaisur, ...	Ditto, ...	72	12	...	84	84·29	...	20
		Total, ...	... ...	717	69	...	786	760·64	...	125
	Mynpoory.	Huzoor Tahsil, ...	Different dates.	173	8	...	181	158·58	127	...
		Karowli, ...		96	19	...	115	123·74	...	...
		Kurhul, ...		102	13	...	115	108·42	...	...
		Bhongaon, ...		85	...	...	85	99·58	...	...
		Phurha, ...		90	...	...	90	94·83	...	...
		Shekohabad, ...		120	12	...	132	125·92	44	...
		Total, ...	... ...	666	52	...	718	711·07	171	...
		Grand Total, ...	... ...	5,554	648	1	6,203	5724·83	860	401

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Oordoo.	Hindi.	Sanskrit.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)								
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
50	142	...	...	1 to 4 annas.	183 11 11	...	...	88 11 11
10	43	4	...	"	144 15 6	...	...	47 13 0
20	85	...	...	"	145 7 4	...	...	48 0 0
12	52	...	...	"	134 12 6	...	...	44 0 0
23	104	...	...	"	172 2 4	...	...	95 10 2
50	60	...	...	"	160 3 6	...	...	48 0 0
41	49	...	...	"	132 12 8	...	...	46 0 0
206	535	4	...	"	1,074 1 9	...	...	418 3 1
37	32	...	...	1 and 2 annas.	214 8 6	...	...	...
...	45	...	...	"	155 2 9	...	...	...
4	39	...	...	"	702 2 3	...	...	...
14	49	...	...	"	667 7 11	...	...	...
17	14	...	...	"	113 10 7	...	...	...
19	26	...	...	"	888 7 2	...	...	...
14	40	...	...	"	636 4 9	...	...	...
18	32	...	...	"	847 0 9	...	...	...
123	277	...	...	"	4,224 12 8	...	...	...
29	68	...	...	1, 2, 4 and 8 as.	601 3 6	...	...	70 0 0
20	50	...	...	"	110 4 9	...	...	48 0 0
12	65	...	...	"	107 9 11	...	...	48 0 0
23	3	...	...	"	899 7 3	...	...	6 0 0
20	51	...	...	"	910 8 6	...	...	628 0 0
104	237	...	...	"	2,629 1 11	...	...	800 0 0
2	56	...	...	1 and 2 annas.	132 9 1	...	45 2 2	...
9	56	...	...	"	169 7 0	...	48 11 10	...
24	46	...	...	"	177 3 0	...	60 0 0	...
1	54	...	...	"	114 9 3	...	48 0 0	...
21	92	...	...	"	189 2 9	...	48 0 0	...
40	64	...	...	"	172 3 7	...	66 4 8	...
17	72	...	...	"	299 13 1	...	48 0 0	...
...	70	...	...	"	297 9 0	...	48 0 0	...
114	510	...	...	"	1,552 8 9	...	412 2 8	...
50	110	...	...	1 and 2 annas.	1,326 15 8	...	442 0 0	...
5	42	...	...	"	1,286 9 6	...	...	...
14	45	...	...	"	811 11 6	...	169 4 0	...
13	43	...	...	"	586 2 3	...	217 10 0	...
82	240	...	...	"	4,011 6 11	...	828 14 0	...
14	93	...	...	1 and 2 annas.	303 10 7	...	...	...
15	53	...	...	"	138 5 8	...	...	...
13	51	...	...	"	146 1 9	...	...	...
...	76	...	...	"	130 0 3	...	...	...
...	110	...	...	"	473 0 1	...	...	...
19	91	...	...	"	183 8 3	...	...	...
15	82	...	...	"	156 14 4	...	...	...
15	80	...	...	"	227 8 3	...	...	...
26	60	...	...	"	189 2 7	...	...	...
152	696	...	...	"	1,948 3 9	...	...	...
67	129	...	...	1 and 2 annas.	142 14 9	...	...	215 4 4
36	86	...	...	"	1,551 4 10	...	...	170 13 4
42	101	...	...	"	250 9 9	...	...	48 0 0
...	85	...	...	"	139 14 7	...	...	75 0 0
...	90	...	...	"	210 2 3	...	...	48 0 0
30	76	...	...	"	181 9 2	...	...	146 8 0
175	567	...	...	"	2,476 7 4	...	...	703 9 8
1,631	5,246	4	...	"	23,954 4 7	...	1,315 3 8	4,031 10 3

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					2ND CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
TAHSILI SCHOOLS.	FURRUCKABAD.	Huzoor Tahsil, ...	27th April, 1850, ...	50 1 0	...	...	322 8 10
		Chubramow, ...	Ditto, ...	94 9 0	...	...	287 5 6
		Tirwa, ...	Ditto, ...	31 15 0	...	...	225 6 4
		Sourikh, ...	Ditto, ...	24 0 0	...	...	202 12 6
		Serae Meeran, ...	Ditto, ...	43 4 0	...	...	311 0 6
		Kaimgunje, ...	Ditto, ...	29 2 0	...	...	237 5 6
		Shumshabad, ...	Ditto, ...	50 11 0	...	...	229 7 8
		Total, ...	... ...	323 10 0	...	...	1,815 14 10
	HUMEERPORE.	Huzoor Tahsil, ...	Different dates.	50 10 0	...	...	265 2 6
		Soomairpore, ...		58 2 0	...	...	213 4 9
		Jalalpore, ...		61 13 0	...	...	763 15 3
		Jeitpore, ...		52 5 0	...	...	719 12 11
		Mondha, ...		53 14 0	...	...	167 8 7
		Mahoba,, ...		32 3 0	...	28 2 9	948 12 11
		Kulpahar, ...		56 2 0	...	...	692 6 9
		Rath, ...		51 7 0	...	...	898 7 9
		Total, ...	... ...	416 8 0	...	28 2 9	4,669 7 5
	JALOUN.	Huzoor Tahsil, ...	Different dates.	95 0 0	...	...	766 5 6
		Juggummunpore, ...		78 13 0	...	...	237 1 9
		Konch, ...		93 15 0	...	...	249 8 11
		Orale, ...		56 4 0	...	...	961 11 3
		Calpee, ...		78 1 0	...	...	1,616 9 6
		Total, ...	... ...	402 3 0	...	...	3,831 4 11
	JHANSIE.	Burwa Sagar, ...	Different dates.	37 4 0	...	...	214 15 3
		Bhandere, ...		51 14 0	...	...	270 0 10
		Mote, ...		21 9 0	...	...	258 12 0
		Chirgaon, ...		24 11 0	...	...	187 4 3
		Eruch, ...		59 9 0	...	...	296 11 9
		Goorserai, ...		100 10 0	...	...	339 2 3
		Mow, ...		54 3 0	...	...	402 0 1
		Rampore, ...		67 1 0	...	...	412 10 0
		Total, ...	... ...	416 13 0	...	...	2,381 8 5
	LULLUTPORE.	Lullutpore, ...	Different dates.	96 6 0	...	...	1,865 5 8
		Tal Behut, ...		41 9 0	...	...	1,328 2 6
		Mahrowni, ...		52 4 0	...	...	1,033 3 6
		Maraora, ...		37 12 0	...	...	841 8 3
		Total, ...	... ...	227 15 0	...	...	5,068 3 11
	MUTHRA.	Huzoor Tahsil, ...	5th April, 1850, ...	157 10 0	...	10 0 0	471 4 7
		Bindrabun, ...	Ditto, ...	55 0 0	...	...	193 5 8
		Areeng, ...	Ditto, ...	72 14 0	...	...	218 15 9
		Chatthace, ...	Ditto, ...	22 5 0	...	...	152 5 3
		Kosee, ...	Ditto, ...	107 1 0	...	...	580 1 1
		Rayah, ...	Ditto, ...	120 8 0	...	...	304 0 3
		Mahabun, ...	Ditto, ...	83 0 0	...	...	239 14 4
		Sadabad, ...	Ditto, ...	138 0 0	...	...	365 8 3
		Jalaisur, ...	Ditto, ...	77 14 0	...	...	267 0 7
		Total, ...	... ...	834 4 0	...	10 0 0	2,792 7 9
	MYNPOORY.	Huzoor Tahsil, ...	Different dates.	98 14 0	...	...	457 1 1
		Karowli, ...		31 0 0	...	...	1,753 2 2
		Kurhul, ...		46 11 0	...	...	345 4 9
		Bhongaon, ...		28 1 0	...	...	242 15 7
		Phurha, ...		25 0 0	...	...	283 2 7
		Shekohabad, ...		43 8 0	...	...	371 9 2
		Total, ...	... ...	273 2 0	...	...	3,453 3 0
		GRAND TOTAL, ...	... ...	4,706 12 6	...	57 5 0	34,065 4 0

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
255 0 10	67 8 0	322 8 10	...	...	2 14 11	1 10 9	
167 13 0	119 8 6	287 5 6	...	...	3 0 5	1 8 5	
171 12 10	53 9 6	226 6 4	...	...	2 12 10	1 12 11	
164 0 0	38 12 6	202 12 6	...	...	3 11 0	2 7 2	
239 10 2	71 6 4	311 0 6	...	...	2 14 11	1 9 11	
191 12 0	45 9 6	237 5 6	...	...	3 3 3	2 2 7	
163 12 0	65 11 8	229 7 8	...	...	3 8 1	2 0 5	
1,353 12 10	462 2 0	1,815 14 10	...	...	3 10 10	1 13 6	
144 0 0	121 2 6	265 2 6	...	...	5 1 7	4 2 0	
119 0 0	94 4 9	213 4 9	...	...	4 11 10	3 7 2	
94 0 0	69 15 3	163 15 3	600 0 0	...	3 10 4	2 4 4	
94 14 11	524 14 0	619 12 11	100 0 0	...	11 7 8	10 8 2	
96 14 7	502 2 5	599 1 0	...	431 8 5	14 4 3	2 11 4	
101 5 2	1,347 7 9	1,448 12 11	...	500 0 0	28 6 6	17 6 8	
111 0 0	581 6 9	692 6 9	...	...	16 7 9	15 2 2	
95 8 0	702 15 9	798 7 9	100 0 0	...	15 10 6	14 10 4	
856 10 8	3,944 5 2	4,800 15 10	800 0 0	931 8 5	12 9 1	8 15 5	
120 0 0	646 5 6	766 5 6	...	...	11 0 5	2 10 5	
96 0 0	141 1 9	237 1 9	...	...	4 13 2	2 3 11	
93 14 11	155 10 0	249 8 11	...	...	4 1 6	1 12 4	
120 0 0	841 11 3	961 11 3	...	...	33 14 0	31 10 11	
120 0 0	1,496 9 6	1,616 9 6	...	...	29 10 9	16 11 5	
549 14 11	3,281 6 0	3,831 4 11	...	...	14 9 8	10 0 4	
96 0 0	118 15 3	214 15 3	...	...	4 4 10	2 8 0	
120 0 0	150 0 10	270 0 10	...	...	4 9 3	2 13 11	
144 0 0	114 12 0	258 12 0	...	...	4 13 11	3 5 6	
96 0 0	91 4 3	187 4 3	...	...	3 10 9	2 13 11	
120 0 0	176 11 9	296 11 9	...	...	3 8 1	2 4 0	
111 14 11	227 3 4	339 2 3	...	...	4 7 5	2 4 3	
120 0 0	282 0 1	402 0 1	...	...	5 5 9	3 15 11	
144 0 0	268 10 0	412 10 0	...	...	6 10 6	4 12 9	
951 14 11	1,429 9 6	2,381 8 5	...	...	4 10 3	3 0 5	
115 1 5	1,075 1 5	1,190 2 10	675 2 10	...	10 8 6	5 12 3	
120 0 0	137 10 1	257 10 1	1,070 8 5	...	6 2 2	5 2 4	
120 0 0	220 15 2	340 15 2	692 4 4	...	7 12 0	2 11 5	
120 0 0	242 12 3	362 12 3	478 12 0	...	8 13 7	2 9 11	
475 1 5	1,676 6 11	2,151 8 4	2,916 11 7	...	8 15 5	4 9 0	
240 0 0	231 4 7	471 4 7	...	...	4 10 9	3 0 1	
131 12 4	61 9 4	193 5 8	...	...	3 2 0	2 3 9	
120 0 0	98 15 9	218 15 9	...	...	3 9 5	2 6 4	
115 0 6	37 4 9	152 5 3	...	...	2 1 1	1 12 3	
180 0 0	400 1 1	580 1 1	...	...	5 6 3	4 6 4	
144 0 0	160 0 3	304 0 3	...	...	3 0 6	1 13 3	
118 0 0	121 14 4	239 14 4	...	...	3 2 4	2 0 11	
180 0 0	185 8 3	365 8 3	...	...	3 13 6	2 6 4	
161 8 9	105 7 10	267 0 7	...	...	3 2 8	2 13 11	
1,390 5 7	1,402 2 2	2,792 7 9	...	...	3 10 9	2 6 9	
132 9 3	324 7 10	457 1 1	...	...	2 14 1	0 14 5	
120 7 7	1,632 10 7	1,753 2 2	...	...	14 3 5	12 8 7	
180 0 0	165 4 9	345 4 9	...	...	3 3 1	2 5 0	
115 12 7	127 3 0	242 15 7	...	...	2 7 1	1 6 6	
173 0 0	110 2 3	283 2 3	...	...	2 15 9	2 3 5	
119 5 8	252 3 6	371 9 2	...	...	2 15 3	1 7 1	
841 3 1	2,611 15 11	3,453 3 0	...	...	4 13 8	3 7 9	
11,315 13 3	19,964 3 5	31,280 0 8	3,716 11 7	931 8 5	5 2 9	4 2 11	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							2ND CIRCLE, DEPARTMENT			
Tahsili Schools.	Allahabad.	Balapore, ...	Different dates.	37	13	...	50	43·93	...	...
		Barakhas, ...		19	19	...	38	30·54	2	2
		Chail khas, ...		2	54	...	56	43·72	...	...
		Sirsa, ...		61	8	...	69	65·49	...	...
		Karari, ...		27	90	...	117	94·09	30	30
		Mow, ...		5	31	...	36	36·60	...	...
		Total, ...	... ...	151	215	...	366	314·37	32	32
	Azimgurh.	Maharajpore, ...	Different dates.	74	1	...	75	62·95	...	...
		Jeanpore, ...		20	22	...	42	30·88	...	4
		Dohrighat, ...		55	5	...	60	53·77	...	...
		Nizamabad, ...		58	10	...	68	51·50	...	4
		Mahool, ...		40	20	...	60	47·10	...	...
		Maharajgunj, ...		80	12	...	92	82·04	...	...
		Mownath Bhunjan,		65	17	...	82	62·62	2	4
		Chiriakote, ...		40	8	...	48	40·94	...	...
		Nugra, ...		44	30	...	74	57·68	...	...
		Total, ...	... ...	476	125	...	601	489·48	2	12
	Banda.	Baberu, ...	Different dates.	40	...	...	40	18·95	5	...
		Kalinger, ...		85	...	...	85	61·72	...	...
		Mow, ...		32	...	...	32	16·96	2	...
		Kamasin, ...		40	...	...	40	27·02	1	...
		Sindhun Kalan, ...		61	1	...	62	38·86	...	...
		Tinduari, ...		55	5	...	60	44·84	4	...
		Sehonda, ...		34	23	...	57	40·06	7	3
		Kirwi, ...		50	2	...	52	39 98	...	...
		Total, ...	... ...	397	31	...	428	282·82	19	3
	Benares.	Ramnugger, ...	Different dates.	53	11	...	64	45·66	...	...
		Sukuldeha, ...		23	2	...	25	12·52	...	...
		Total, ...	... ...	76	13	...	89	58·18	...	...
	Busti.	Busti, ...	Different dates.	67	8	...	75	43·10	...	...
		Bansi, ...		55	8	...	63	44·42	...	...
		Bukhra, ...		59	6	...	65	57·13	...	...
		Total, ...	... ...	181	22	...	203	144·65	...	...
	Futtah-pore.	Sah, ...	Different dates.	63	7	...	70	56·64	...	...
		Huthgaon, ...		64	16	...	80	56·59	...	...
		Kishunpore, ...		64	4	...	68	55·77	...	...
		Bindki, ...		50	15	...	65	46·65	...	...
		Khujwa, ...		140	4	...	144	114·17	...	...
		Total, ...	... ...	381	46	...	427	329 82	...	...
	Ghazi-pore.	Sadiabad, ...	Different dates.	45	7	...	52	32·48	...	...
		Mahomdabad, ...		44	15	...	59	50·94	...	5
		Rusra, ...		87	13	...	100	75·25	...	6
		Sydpore, ...		30	10	...	40	18·28	...	...
		Reotipore, ...		170	5	...	175	160·20	...	...
		Total, ...	... ...	376	50	...	426	337·15	...	11
	Gorucke-pore.	Burhulgunge, ...	Different dates.	96	14	...	110	102·10	...	...
		Salimpore, ...		86	13	...	99	70·24	...	...
		Piprowli, ...		46	4	...	50	34·84	...	...
		Pipraich, ...		54	11	...	65	44·28	...	...
		Pudrowna, ...		56	14	...	70	55·78	...	...
		Total, ...	... ...	338	56	...	394	307·24	...	...

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Persian.	Oordoo.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								
					Rs As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
50	50	17	...	2 annas.	124 5 3	...	...	12 0 0
20	38	34	...	"	124 5 3	...	...	...
51	51	10	...	"	167 5 3	...	...	...
7	15	69	...	"	124 14 6	...	...	...
100	100	80	...	"	226 5 3	...	...	...
36	36	1	...	"	124 5 3	...	...	12 0 0
264	300	121	...	"	891 8 9	...	...	24 0 0
5	15	68	...	2 annas.	267 5 3	63 0 0	...	18 9 9
36	36	36	...	"	190 7 3	51 0 0	...	138 9 9
...	20	57	...	"	128 1 3	60 0 0	...	1 9 9
25	30	50	...	"	125 9 9	84 0 0	...	27 9 9
20	20	40	...	"	126 9 3	68 0 0	...	4 9 9
16	16	79	...	"	127 13 3	60 0 0	...	4 1 9
16	24	50	...	"	152 1 3	63 0 0	...	5 9 9
3	16	48	...	"	123 14 3	54 0 0	...	4 9 9
29	29	45	...	"	124 11 3	72 0 0	...	51 10 0
150	206	473	...	"	1,366 8 9	570 0 0	...	257 0 0
3	3	30	...	2 annas.	196 0 0	...	...	...
3	...	45	...	"	144 0 0	...	77 0 0	...
4	5	27	...	"	110 0 0	...	25 0 0	...
4	4	36	...	"	120 0 0	...	60 0 0	...
8	4	62	...	"	96 0 0	...	78 0 0	...
9	8	52	...	"	96 0 0	...	55 0 0	...
9	14	34	...	"	240 0 0	...	84 0 0	...
...	...	52	...	"	120 0 0	...	72 0 0	...
27	38	388	...	"	1,022 0 0	...	451 0 0	...
...	35	64	...	2 annas.	107 10 0	...	45 0 0	18 0 0
...	...	25	...	"	120 12 0	...	...	9 0 0
...	35	89	...	"	228 6 0	...	45 0 0	27 0 0
34	34	43	...	From 1 to 2 ans.	130 3 9	...	...	...
8	55	55	...	"	170 10 5	...	...	...
...	35	30	...	"	130 3 9	...	...	...
42	124	128	...	"	368 1 11	...	...	...
15	8	55	...	From 1 to 2 ans.	187 12 0	...	...	...
24	2	54	...	"	135 12 0	...	...	24 0 0
...	...	68	...	"	187 12 0	...	...	10 0 0
25	8	55	...	"	123 8 6	...	...	...
18	10	140	...	"	133 4 0	...	...	...
82	28	372	...	"	768 0 6	...	...	34 0 0
7	10	35	...	From 1 to 2 ans.	125 8 0	...	...	81 15 0
25	10	29	...	"	127 10 8	...	...	182 14 1
12	15	67	...	"	132 0 0	...	...	115 8 0
16	12	12	...	"	154 1 0	...	...	207 10 0
...	...	175	...	"	188 0 0	...	...	194 14 0
60	47	308	...	"	727 3 8	...	...	782 13 1
...	34	76	...	From 1 to 2 ans.	171 3 9	...	...	802 14 0
15	15	88	...	"	203 11 9	...	...	136 0 0
8	8	42	...	"	129 9 9	...	...	...
1	26	65	...	"	156 3 9	...	...	9 0 0
...	16	54	...	"	127 3 9	...	...	...
24	99	325	...	"	788 0 9	...	...	947 14 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
TAHSILI SCHOOLS.	ALLAHABAD.	Balapore, ...	Different dates.	76 14 0	...	6 0 0	219 3 3
		Bara khas, ...		54 12 0	...	6 4 0	185 5 3
		Chail khas, ...		87 0 0	...	7 0 0	261 5 3
		Sirsa, ...		115 14 0	...	4 4 0	245 0 6
		Karari, ...		161 4 0	...	16 8 0	404 1 3
		Mow, ...		88 14 0	...	4 4 0	229 7 3
		Total, ...	... ...	584 10 0	...	44 4 0	1,544 6 9
	AZIMGURH.	Maharajpore, ...	Different dates.	104 2 0	...	...	453 1 0
		Jeanpore, ...		53 14 0	...	...	433 15 0
		Dohrighat, ...		82 0 0	...	...	271 11 0
		Nizamabad, ...		81 10 0	...	...	318 13 6
		Mahool, ...		72 8 0	...	...	266 11 0
		Maharajgunj, ...		120 0 0	...	...	311 15 0
		Mownath Bhunjan,		105 6 0	...	...	326 1 0
		Chiriakote, ...		65 10 0	...	...	248 2 0
		Nugra, ...		93 14 0	...	...	342 3 3
		Total, ...	... ...	779 0 0	...	...	2,972 8 9
	BANDA.	Baberu, ...	Different dates.	27 0 0	...	...	123 0 0
		Kalinger, ...		98 6 0	...	...	319 6 0
		Mow, ...		36 0 0	...	...	171 0 0
		Kamasin, ...		47 6 0	...	...	227 6 0
		Sindhun Kalan, ...		26 8 0	...	...	200 8 0
		Tinduari, ...		65 4 0	...	...	216 4 0
		Sehonda, ...		72 8 0	...	...	396 8 0
		Kirwi, ...		61 12 0	...	...	253 12 0
		Total, ...	... ...	434 12 0	...	...	1,907 12 0
	BENARES.	Rammugger, ...	Different dates.	82 8 0	...	...	253 2 0
		Sukuldeha, ...		38 14 0	...	...	168 10 0
		Total, ...	... ...	121 6 0	...	...	421 12 0
	BUSTI.	Busti, ...	Different dates.	32 6 0	...	...	162 9 9
		Bansi, ...		36 10 0	...	...	144 4 5
		Bukhra, ...		69 2 0	...	...	199 5 9
		Total, ...	... ...	138 2 0	...	...	506 3 11
	FUTTEH-PORE.	Sah, ..	Different dates.	102 12 0	...	...	290 8 0
		Huthgaon, ...		95 1 0	...	...	250 13 0
		Kishunpore, ...		87 12 0	...	...	285 8 0
		Bindki, ...		88 9 0	...	...	212 1 6
		Khujwa, ...		204 12 0	...	...	338 0 0
		Total, ...	... ...	578 14 0	...	...	1,380 14 6
	GHAZEE-PORE.	Sadiabad, ...	Different dates.	12 15 0	...	...	220 6 0
		Mahomdabad, ...		26 6 0	...	...	336 14 9
		Rusra, ...		25 8 0	...	...	273 0 0
		Sydpore, ...		16 4 0	...	...	377 15 0
		Reotipore, ...		68 2 0	...	...	451 0 0
		Total, ...	... ...	149 3 0	...	...	1,659 3 9
	GORUCK-PORE.	Burhulgunge, ...	Different dates.	67 4 0	...	...	1,041 5 9
		Salimpore, ...		39 0 0	...	...	378 11 9
		Piprowli, ...		41 12 0	...	...	171 5 9
		Pipraich, ...		49 4 0	...	...	214 7 9
		Pudrowna, ...		72 8 0	...	...	199 11 9
		Total, ...	... ...	269 1 0	...	...	2,005 10 9

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
120 0 0	99 3 3	219 3 3	...	...	4 15 10	2 13 3	
120 0 0	65 5 3	185 5 3	...	...	6 1 1	4 1 2	
144 0 0	117 5 3	261 5 3	...	...	5 15 8	3 13 3	
108 9 3	136 7 3	245 0 6	...	...	3 11 10	1 14 6	
180 0 0	224 1 3	404 1 3	...	...	4 4 9	2 6 5	
120 0 0	109 7 3	229 7 3	...	...	6 4 4	3 6 4	
792 9 3	751 13 6	1,544 6 9	...	...	4 14 7	2 13 4	
303 0 0	150 1 0	453 1 0	...	...	4 3 2	2 3 11	
231 0 0	202 15 0	433 15 0	...	...	14 10 7	6 2 8	
180 0 0	91 11 0	271 11 0	...	...	5 10 7	2 6 1	
204 0 0	114 13 6	318 13 6	...	...	6 3 1	2 7 1	
183 0 0	83 11 0	266 11 0	...	...	5 10 7	2 11 0	
180 0 0	131 15 0	311 15 0	...	...	3 12 10	2 8 11	
207 0 0	119 1 0	326 1 0	...	...	5 3 4	2 6 10	
174 0 0	74 2 0	248 2 0	...	...	6 1 0	3 0 5	
192 0 0	150 3 3	342 3 3	...	...	5 14 11	1 2 7	
1,854 0 0	1,118 8 9	2,972 8 9	...	...	6 1 2	2 12 0	
96 0 0	27 0 0	123 0 0	...	...	3 1 2	2 6 5	
144 0 0	175 6 0	319 6 0	...	...	3 12 2	1 11 1	
110 0 0	61 0 0	171 0 0	...	...	5 5 6	3 7 0	
120 0 0	107 6 0	227 6 0	...	...	5 10 11	3 0 0	
96 0 0	104 8 0	200 8 0	...	...	3 3 8	1 8 5	
96 0 0	120 4 0	216 4 0	...	...	3 9 8	1 9 7	
240 0 0	156 8 0	396 8 0	...	...	6 1 3	4 3 4	
120 0 0	133 12 0	253 12 0	...	...	4 14 0	2 3 8	
1,022 0 0	885 12 0	1,907 12 0	...	...	4 7 4	2 6 2	
141 0 0	112 2 0	253 2 0	...	...	5 8 8	2 2 9	
112 0 0	56 10 0	168 10 0	...	...	13 7 6	9 10 4	
253 0 0	168 12 0	421 12 0	...	...	7 4 0	3 14 10	
120 0 0	42 9 9	162 9 9	...	...	3 12 7	3 3 2	
97 6 8	46 13 9	144 4 5	...	...	3 4 0	2 6 9	
102 0 0	97 5 9	199 5 9	...	...	3 7 10	2 4 6	
337 6 8	168 13 3	506 8 11	...	...	2 8 8	3 8 0	
144 0 0	146 8 0	290 8 0	...	...	5 2 1	3 5 0	
120 0 0	134 13 0	254 13 0	...	...	4 8 1	2 6 5	
180 0 0	105 8 0	285 8 0	...	...	5 1 9	3 5 8	
120 0 0	92 1 6	212 1 6	...	...	4 8 9	2 10 6	
120 0 0	218 0 0	338 0 0	...	...	2 15 4	2 2 7	
684 0 0	696 14 6	1,380 14 0	...	...	4 2 11	2 5 3	
180 0 0	40 6 0	220 6 0	...	...	4 3 1	2 6 7	
276 15 9	59 15 0	336 14 9	...	...	5 11 1	2 2 8	
209 0 0	64 0 0	273 0 0	...	...	2 11 8	1 5 2	
292 7 0	85 8 0	377 15 0	...	...	9 7 2	3 11 2	
340 5 0	110 11 0	451 0 0	...	...	2 9 2	1 10 4	
1,298 11 9	360 8 0	1,659 3 9	...	...	3 14 3	1 11 4	
144 0 0	897 5 9	1,041 5 9	...	...	9 9 10	1 10 11	
144 0 0	234 11 9	378 11 9	...	...	5 6 5	2 14 7	
120 0 0	51 5 9	171 5 9	...	...	3 15 4	3 0 0	
144 0 0	70 7 9	214 7 9	...	...	4 13 6	3 8 6	
120 0 0	79 11 9	199 11 9	...	...	3 2 9	2 4 4	
672 0 0	1,333 10 9	2,005 10 9	...	...	6 8 6	2 9 1	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. School.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guages. English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							3RD CIRCLE, DEPARTMENT			
Tahsili Schools.	Jounpore.	Goura Badshahpore,	Different dates.	44	13	...	57	47·68	...	...
		Kirakut, ...		15	11	...	26	20·62	...	...
		Shahgunge, ...		10	24	...	34	36·08	...	...
		Mundiahoon, ...		32	28	...	60	46·96	...	...
		Muchlishuhur, ...		53	29	...	82	73·17	...	...
		Moongra Badshahpore, ...		78	4	...	82	66·11	...	..
		Total, ...	... ...	239	109	...	341	290·62	...	...
	Mirzapore.	Ahrora, ...	Different dates.	61	13	...	74	47·48	...	...
		Gopeegunje, ...		64	7	...	71	61·71	...	...
		Kondh, ...		39	8	...	47	25·76	...	...
		Total, ...	... ...	164	28	...	192	134·95	...	...
		Grand Total, ...	... ...	2,772	695	...	3,467	2689·38	21	58
							KUMAON CIRCLE, DEPARTMENT			
	Kumaon.	Dwarahat, ...	1st March, 1857,...	78	1	...	79	38	...	...
		Sialdem, ...	14th Septr., 1858,...	114	...	...	114	60	...	...
		Chumpawat, ...	1st October, 1858,...	46	...	2	48	41	...	...
		Pithoragurh, ...	9th October, 1858,...	187	4	8	199	75	...	...
		Deghat, ...	4th May, 1859,...	58	...	...	58	29	...	...
		Lohaghat, ...	24th May, 1859,...	57	20	4	81	71	...	...
		Milum, ...	1st July, 1859,...	...	...	22	22	24	...	...
		Hawalbagh, ...	21st Decr., 1859....	41	1	5	47	25	...	...
		Bugwalipokhur, ...	1st July, 1860,...	95	5	...	100	53	...	...
		Murtolee, ...	1st Feby., 1860,...	30	...	34	64	21	...	...
		Manshee, ...	16th May, 1861,...	123	2	...	125	56	...	...
		Sheera, ...	1st October, 1861,...	64	...	4	68	32	...	...
		Bisyans, ...	19th Jany., 1862,...	4	...	34	38	37	...	...
		Gungolechat, ...	1st March, 1862,...	...	...	...	...	19	...	...
		Darma, ...	1st Feby., 1864,...	3	...	50	53	28	...	...
		Shomeshwar, ...	16th Jany., 1864,...	72	5	3	80	41	...	...
		Gunain, ...	1st May, 1864,..	82	...	...	82	45	...	...
		Jaluree, ...	1st October, 1865,...	118	...	...	118	53	...	...
		Bamskhut, ...	1st January, 1866,...	55	...	...	55	12	...	...
		Golde, ...	1st Decr., 1865,...	42	...	...	42	17	...	...
		Total, ...	... ...	1,269	38	166	1,473	773	...	...
	Gurhwal.	Sreenuggar, ...	1st Septr., 1853,...	61	5	4	70	35	39	...
		Pokhree, ...	1st August, 1859,...	36	...	...	26	43	...	...
		Pokhra, ...	1st March, 1859,...	43	...	...	43	33	...	...
		Saindhar, ...	16th March, 1859,...	54	...	...	54	37	...	...
		Pursolee, ...	1st May, 1864,...	50	...	4	54	39	...	...
		Kimnee, ...	1st June, 1860,...	43	...	...	43	34	...	...
		Punaren, ...	1st Feby., 1861,...	37	...	...	37	27	...	...
		Gumsalee, ...	1st May, 1861,...	22	...	49	71	38	...	...
		Bamsoo, ...	1st May, 1865,...	65	...	...	65	52	...	...
		Joshamuth, ...	1st May, 1862,...	58	...	...	58	49	...	...
		Naithana, ...	1st June, 1862,...	84	...	...	84	39	...	...
		Lolinba, ...	1st Jany., 1863,...	65	...	...	65	25	...	...
		Palee, ...	1st April, 1863,...	23	...	2	25	21	...	...
		Gugwara, ...	1st April, ...	23	...	...	23	16	...	...
		Buchhlee, ...	1st Jany., 1863,...	59	...	1	60	35	...	...
		Total, ...	... ...	723	5	60	788	533	39	...
		Grand Total, ...	... ...	1,992	43	226	2,261	1,306	39	...

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Persian.	Oordoo.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
19	19	57	...	2 annas.	104 1 9	...	...	111 13 0
6	13	26	...	"	157 4 4	...	...	39 10 10
19	13	3	...	"	104 14 5	...	...	80 15 3
2	45	15	...	"	128 12 9	...	...	77 1 1
6	39	49	...	"	426 8 6	...	...	99 12 0
...	...	82	...	"	254 10 9	...	...	48 4 0
52	149	232	...	...	1,176 4 6	...	...	457 7 2
...	24	74	...	2 annas.	240 14 0	...	...	266 0 0
10	20	52	...	"	152 4 0	...	...	...
...	7	47	...	"	96 14 0	...	...	25 0 0
10	51	173	...	...	490 0 0	...	...	281 0 0
711	1,087	2,559	...	From 1 to 2 ans.	7,826 2 10	570 0 0	496 0 0	2,811 2 3
PUBLIC INSTRUCTION, N.-W. P.								
...	...	79	...	1 anna.	131 11 9	...	...	...
...	...	114	...	"	126 12 0	...	...	...
...	...	48	...	"	149 12 0	...	...	...
...	...	19	...	"	148 4 0	...	...	...
...	...	58	...	"	102 4 0	...	...	...
...	...	81	...	"	132 9 6	...	...	...
...	...	24	...	"	108 3 6	...	...	...
...	...	25	...	"	86 2 3	...	...	...
...	...	100	...	"	211 9 6	...	...	...
...	...	64	...	"	104 10 6	...	...	...
...	...	125	...	"	192 11 6	...	...	...
...	...	68	...	"	129 15 0	...	...	...
...	...	38	...	"	172 8 0	...	...	...
...	...	...	...	"	92 9 0	...	...	...
...	...	53	...	"	172 0 0	...	...	...
...	...	80	...	"	130 15 9	...	...	...
...	...	82	...	"	116 11 3	...	...	...
...	...	118	...	"	104 9 0	...	...	...
...	...	55	...	"	74 3 3	...	...	...
...	...	42	...	"	31 2 6	...	...	...
...	...	1,473	...	...	2,619 4 3	...	...	...
...	31	70	...	1 anna.	462 10 6	...	...	...
...	...	36	...	"	93 5 9	...	...	...
...	...	43	...	"	114 0 9	...	...	...
...	...	54	...	"	121 9 6	...	...	...
...	...	54	...	"	131 10 6	...	...	...
...	...	43	...	"	141 12 3	...	...	...
...	...	27	...	"	146 3 9	...	...	...
...	...	71	...	"	139 5 9	...	...	...
...	...	65	...	"	137 12 3	...	...	...
...	...	58	...	"	118 10 6	...	...	...
...	...	84	...	"	170 8 0	...	...	...
...	...	65	...	"	130 12 6	...	...	...
...	...	25	...	"	98 12 6	...	...	...
...	...	23	...	"	120 6 9	...	...	...
...	...	60	...	"	135 3 3	...	...	...
...	31	749	...	...	2,262 12 3	...	...	...
...	31	2,261	...	...	4,882 0 6	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. School.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Tahsili Schools.	Jounpore.	Goura Badshahpore,	Different dates.	18 14 0	...	...	234 11 9
		Kirakut, ...		17 8 0	...	...	214 7 2
		Shahgunge, ...		9 10 0	...	...	195 7 8
		Mundiahoon, ...		12 14 0	...	...	218 11 10
		Muchlishuhur, ...		92 6 0	...	...	618 10 6
		Moongra Badshahpore, ...		15 4 0	...	...	318 2 9
		Total, ...	... ..	166 8 0	...	...	1,800 3 8
	Mirzapore.	Ahrora, ...	Different dates.	113 2 0	...	...	620 0 0
		Gopeegunje, ...		86 0 0	...	...	238 4 0
		Kondh, ...		61 4 0	...	...	173 2 0
		Total, ...	... ..	260 4 0	...	...	1,031 6 0
		Grand Total, ...	... ..	3,482 9 0	...	44 4 0	15,230 2 1
					KUMAON CIRCLE, DEPARTMENT		
	Kumaon.	Dwarahat, ...	1st March, 1857,...	...	...	...	131 11 9
		Sialdem, ...	14th Septr., 1858,...	...	...	...	126 12 0
		Chumpawat, ...	1st October, 1858,...	...	...	...	149 12 0
		Pithoragurh, ...	9th October, 1858,...	...	...	...	148 4 0
		Deghat, ...	4th May, 1859,...	...	...	...	102 4 0
		Lohaghat, ...	24th May, 1859,...	...	...	...	132 9 6
		Milum, ...	1st July, 1859,...	2 11 0	...	...	110 14 6
		Hawalbagh, ...	21st Decr., 1859,...	...	...	...	86 2 3
		Bugwalipokhur, ...	1st July, 1860,...	...	...	...	211 9 6
		Murtolee, ...	1st Feby., 1860,...	4 4 0	...	...	108 14 6
		Manshee, ...	16th May, 1861,...	...	...	...	192 11 6
		Sheera, ...	1st October, 1861,...	...	...	...	129 15 0
		Bisyans, ...	19th Jany., 1862,...	3 1 0	...	...	175 11 0
		Gungoleehat, ...	1st March, 1862,...	...	...	...	92 9 0
		Darma, ...	1st Feby., 1864,...	3 2 0	...	...	175 2 0
		Shomeshwar, ...	16th Jany., 1864,...	0 10 0	...	...	131 9 9
		Gunain, ...	1st May, 1864,...	...	...	...	116 11 3
		Jaluree, ...	1st October, 1865,...	...	...	...	104 9 0
		Bamskhut, ...	1st January, 1866,...	1 4 0	...	...	75 7 3
		Golde, ...	1st Decr., 1865,...	...	...	..	31 2 6
		Total, ...	... ...	15 0 0	...	...	2,634 4 3
	Gurhwal.	Sreenuggar, ...	1st Septr., 1853,...	...	...	...	462 10 6
		Pokhree, ...	1st August, 1859,...	...	...	...	93 5 9
		Pokhra, ...	1st March, 1859,...	...	...	...	114 0 9
		Saindhar, ...	16th March, 1859,...	...	...	...	121 9 6
		Pursolee, ...	1st May, 1864,...	...	...	...	131 10 6
		Kimnee, ...	1st June, 1860,...	...	...	...	141 12 3
		Punaron, ...	1st Feby., 1861,...	...	...	...	146 3 9
		Gumsalee, ...	1st May, 1861,...	...	...	...	189 5 9
		Bamsoo, ...	1st May, 1865,...	...	...	...	137 12 3
		Joshamuth, ...	1st May, 1862,...	...	...	...	118 10 6
		Naithana, ...	1st June, 1862,...	...	...	...	170 8 0
		Lolinba, ...	1st Jany., 1863,...	...	...	...	130 12 6
		Palee, ...	1st April, 1863,...	...	...	...	98 12 6
		Gugwara, ...	1st April, ...	...	...	...	120 6 9
		Buchhlee, ...	1st Jany., 1863,...	...	...	...	135 3 3
		Total, ...	... ...	...	...	...	2,262 12 3
		Grand Total, ...	... ...	15 0 0	...	...	4,897 0 6

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
204 0 0	30 11 9	234 11 9	...	...	4 14 6	2 2 11	
139 4 2	75 3 0	214 7 2	...	...	10 6 1	7 9 9	
177 0 5	18 7 3	195 7 8	...	...	5 6 5	2 14 1	
191 5 1	27 6 9	218 11 10	...	...	4 10 3	2 11 8	
216 0 0	402 10 6	618 10 6	...	...	8 7 2	5 3 2	
244 8 0	73 10 9	318 2 9	...	...	4 12 11	3 13 5	
1,172 1 8	628 2 0	1,800 3 8	...	...	6 3 2	4 0 9	
240 0 0	380 0 0	620 0 0	...	...	13 0 11	5 1 2	
144 0 0	94 4 0	238 4 0	...	...	3 7 9	2 7 3	
96 0 0	77 2 0	173 2 0	...	...	6 10 3	3 11 1	
480 0 0	551 6 0	1,031 6 0	...	...	7 10 3	3 10 1	
8,565 13 4	6,664 4 9	15,230 2 1	...	...	5 10 7	2 14 6	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
112 0 0	24 11 9	136 11 9	...	5 0 0	3 9 6	3 5 8	
76 0 0	57 12 0	133 12 0	...	7 0 0	2 3 8	2 1 9	
144 0 0	10 12 0	154 12 0	...	5 0 0	3 12 4	3 10 0	
145 0 0	8 4 0	153 4 0	...	5 0 0	2 0 8	1 15 6	
96 0 0	12 4 0	108 4 0	...	6 0 0	3 10 8	3 8 6	
204 0 0	39 9 6	238 9 6	...	6 0 0	1 15 3	1 13 10	
95 0 0	26 3 6	121 3 6	...	10 5 0	5 8 0	4 8 2	
69 0 0	21 10 3	90 10 3	...	4 8 0	3 10 0	3 7 1	
193 0 0	23 1 6	216 1 6	...	4 8 0	4 1 3	3 15 10	
96 0 0	15 2 6	111 2 6	...	2 4 0	5 4 8	4 15 9	
171 0 0	25 15 6	196 15 6	...	4 4 0	3 8 3	3 7 1	
124 0 0	11 3 0	135 3 0	...	5 4 0	4 3 7	4 1 0	
164 0 0	13 0 0	177 0 0	...	1 7 0	4 13 6	4 10 0	
88 0 0	18 13 0	106 13 0	...	14 4 0	5 9 11	4 13 11	
166 0 0	10 8 0	176 8 0	...	1 6 0	6 4 10	6 2 3	
118 0 0	17 3 9	135 3 9	...	3 10 0	3 5 0	3 3 1	
99 0 0	21 15 3	120 15 3	...	4 4 0	2 11 0	2 9 6	
90 0 0	18 13 0	108 13 0	...	4 4 0	2 0 10	1 15 7	
72 0 0	5 5 3	77 5 3	...	1 14 0	6 7 1	6 2 11	
30 0 0	4 4 6	34 4 6	...	3 2 0	2 0 3	1 13 0	
2,352 0 0	381 8 3	2,733 8 3	...	99 4 0	3 8 7	3 6 2	
408 0 0	61 10 6	469 10 6	...	7 0 0	13 6 8	13 3 6	
86 0 0	14 13 9	100 13 9	...	7 8 0	2 5 6	2 2 9	
111 0 0	9 8 9	120 8 9	...	6 8 0	3 10 5	3 7 5	
96 0 0	34 1 6	130 1 6	...	8 8 0	3 8 3	3 4 7	
120 0 0	18 2 6	138 2 6	...	6 8 0	3 8 8	3 5 10	
118 0 0	29 0 3	147 0 3	...	5 4 0	4 5 2	4 2 1	
139 0 0	13 11 9	152 11 9	...	6 8 0	5 10 6	5 6 6	
125 0 0	20 9 6	145 9 6	...	6 4 0	3 13 3	3 10 8	
116 0 0	37 4 3	153 4 3	...	15 8 0	2 15 2	2 10 4	
112 0 0	12 14 6	124 14 6	...	6 4 0	2 8 8	2 3 3	
149 0 0	27 12 0	176 12 0	...	6 4 0	3 9 8	3 6 8	
123 0 0	23 0 6	146 0 6	...	15 4 0	5 9 5	5 2 5	
96 0 0	10 4 6	105 4 6	...	7 8 0	5 0 11	4 11 11	
118 0 0	7 2 9	125 2 9	...	4 12 0	7 13 2	7 8 4	
113 0 0	29 11 3	142 11 3	...	7 8 0	4 1 3	3 11 10	
2,030 0 0	349 12 3	2,379 12 3	...	117 0 0	4 7 5	4 3 5	
4,382 0 0	731 4 6	5,113 4 6	...	216 4 0	3 14 7	3 11 9	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. School.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
						AJMERE CIRCLE, DEPARTMENT				
Tahsili Schools.	Ajmere Circle.	Pushkur, ...	1860, ...	60	...	...	60	66·3	...	...
		Pisangan, ...	1959, ...	59	5	...	64	41·2	...	...
		Gobindgurh, ...	" ...	56	...	...	56	29·1	...	...
		Srinuggar, ...	" ...	51	...	...	51	48·7	...	...
		Ramsur, ...	1865, ...	32	4	...	36	21·0	...	...
		Junean, ...	" ...	30	...	...	30	28	...	...
		Kekri, ...	1859, ...	44	6	...	50	33	...	...
		Bughera, ..	1862, ...	24	...	...	24	19·9	...	...
		Sawur, ...	1865, ...	41	...	...	41	31	...	...
		Deolia, ...	1862, ...	14	4	...	18	12	...	...
		Rajgurh, ...	1865, ...	29	...	...	29	22	...	...
		Bhanota, ...	" ...	34	...	...	34	25	...	...
		Delwara, ...	1858, ...	15	...	...	15	15	...	...
		Shamgurh, ...	1862, ...	10	...	...	10	10	...	...
		Kabra, ...	" ...	15	...	...	15	15	...	...
		Kotekrana, ...	1864, ...	19	...	...	19	19	...	...
		Bali, ..	1858, ...	21	...	...	21	21	...	...
		Bara Khera, ...	1864, ...	19	...	...	19	19	...	...
		Dawair, ...	" ...	20	...	...	20	20	...	...
		Barar, ...	1858, ...	19	...	...	19	19	...	...
		Mandlan, ...	1864, ...	31	...	...	31	31	...	...
		Kachbali, ...	" ...	16	...	...	16	16	...	...
		Sarote, ...	" ...	10	...	...	10	10	...	...
		Rawutmal, ...	1860, ...	25	...	...	25	25	...	...
		Athone, ...	1863, ...	22	...	...	22	22	...	...
		Total, ...	... ...	716	19	...	735	639·2	...	...
		Grand Total, ...	... ...	13,529	3,315	234	17,078	14,796·09	982	1,607

DIX F.

General Education for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the Year.				Monthly rate of Schoolding Fees.	Receipts.			
Persian.	Oordoo.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	60	...	1 to 2 Annas.	162 0 0	13 10 6	...	...
...	...	64	...		128 0 0	7 7 0	...	...
...	...	56	...		101 0 0	7 0 6	...	...
...	...	51	...		105 0 0	11 8 6	...	...
...	...	36	...		35 10 0	...	...	...
...	...	30	...		38 0 0	...	...	...
...	...	50	...		101 0 0	2 15 0	...	...
...	...	24	...		72 0 0	3 6 0	...	...
...	...	41	...		35 3 0	...	...	...
...	...	18	...		72 0 0	3 4 6	...	...
...	...	29	...		28 0 0	...	...	...
...	...	34	...		27 0 0	...	...	...
...	...	15	...		96 0 0	...	...	...
...	...	10	...		96 0 0	...	...	...
...	...	15	...		120 0 0	...	...	...
...	...	19	...		120 0 0	...	...	...
...	...	21	...		120 0 0	...	...	...
...	...	19	...		120 0 0	...	...	...
...	...	20	...		120 0 0	...	...	...
—	...	19	...		120 0 0	...	...	...
...	...	31	...		120 0 0	...	...	...
...	...	16	...		120 0 0	...	...	...
...	...	10	...		120 0 0	...	...	...
...	...	25	...		120 0 0	...	...	...
...	...	22	...		96 0 0	...	...	...
...	...	735	...	...	2,393 0 0	49 4 0	...	...
...	...	11,341	4		47,777 5 3	147 4 0	2,346 5 11	7,395 2 4

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Continued.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					AJMERE CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Tahsili Schools.	Ajmere Circle.	Pushkur, ...	1860, ...	43 0 0	...	...	218 10 6
		Pisangan, ...	1859, ...	27 14 0	...	...	163 6 0
		Gobindgurh, ...	" ...	19 0 0	...	...	127 0 6
		Srinuggar, ...	" ...	26 15 0	...	...	143 7 6
		Ramsur, ...	1865, ...	3 15 0	...	...	39 12 0
		Juncan, ...	" ...	4 4 0	...	...	42 4 0
		Kekri, ...	1859, ...	20 12 0	...	...	124 11 0
		Bughera, ...	1862, ...	11 7 0	...	...	86 13 0
		Sawur, ...	1865, ...	3 8 0	...	...	38 11 0
		Deolia, ...	1862, ...	7 3 0	...	...	84 7 6
		Rajgurh, ...	1865, ...	3 12 0	...	...	31 12 0
		Bhanota, ...	" ...	3 15 0	...	...	30 15 0
		Delwara, ...	1858, ...	...	...	...	96 0 0
		Shamgurh, ...	1862, ...	...	...	...	96 0 0
		Kabra, ...	" ...	...	...	...	120 0 0
		Kotekrana, ...	1864, ...	...	...	...	120 0 0
		Bali, ...	1858, ...	...	...	...	120 0 0
		Bara Khera, ...	1864, ...	...	...	...	120 0 0
		Dawair, ...	" ...	...	...	...	120 0 0
		Barar, ...	1858, ...	...	...	...	120 0 0
		Mandlan, ...	1864, ...	...	...	...	120 0 0
		Kachbali, ...	" ...	...	...	...	120 0 0
		Sarote, ...	" ...	...	...	...	120 0 0
		Rawutmal, ...	1860, ...	...	...	...	120 0 0
		Athone ...	1863, ...	...	...	...	96 0 0
		Total, ...	... ...	177 9 0	...	...	2,619 13 0
		Grand Total, ...	... ...	11,651 1 6	...	157 5 0	69,475 8 0

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussoorie, the 10th July, 1866.

DIX „F.

General Education, for the year 1865-66.

LOWER CLASS (TAHSILI SCHOOLS).—*Concluded.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—*(Concluded.)*							
Rs As. P.	Rs. ws. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	
162 0 0	40 6 6	202 6 6	16 4 0	...	3 5 11	2 11 2	
128 0 0	56 3 0	184 3 0	...	20 14 0	2 14 0	2 0 0	
101 0 0	11 12 6	112 12 6	14 4 0	...	2 0 2	1 12 10	
105 0 0	13 0 6	118 0 6	25 7 0	...	2 5 0	2 0 11	
35 13 0	3 3 0	39 0 0	0 12 0	...	1 1 4	0 15 10	
38 0 0	2 2 0	40 2 0	2 2 0	...	1 0 10	1 0 0	
101 0 0	15 15 0	116 15 0	7 12 0	...	2 5 4	2 0 3	
72 0 0	12 6 0	84 6 0	2 7 0	...	3 8 3	3 0 0	
35 3 0	3 3 0	38 6 0	0 5 0	...	0 14 11	0 12 8	
72 0 0	13 12 6	103 12 6	...	19 5 0	5 12 3	4 0 0	
28 0 0	3 3 0	31 3 0	0 9 0	...	1 1 2	0 15 5	
27 0 0	1 11 0	28 11 0	2 4 0	...	0 13 6	0 12 8	
96 0 0	...	96 0 0	...	...	6 6 4	6 6 4	
96 0 0	...	96 0 0	...	...	9 9 7	9 9 7	
120 0 0	...	120 0 0	...	...	8 0 0	8 0 0	
120 0 0	...	120 0 0	...	...	6 5 0	6 5 0	
120 0 0	...	120 0 0	...	...	5 11 5	5 11 5	
120 0 0	...	129 0 0	...	...	6 5 0	6 5 0	
120 0 0	...	120 0 0	...	...	7 3 2	7 3 2	
120 0 0	...	120 0 0	...	...	6 5 0	6 5 0	
120 0 0	...	120 0 0	...	...	3 4 0	3 14 0	
120 0 0	...	120 0 0	...	...	7 8 0	7 8 0	
120 0 0	...	120 0 0	...	...	12 0 0	12 0 0	
120 0 0	...	120 0 0	...	...	4 12 8	4 12 8	
96 0 0	...	96 0 0	...	...	4 5 9	4 5 9	
2,393 0 0	194 14 0	2,587 14 0	72 2 0	40 3 0	4 0 9	3 11 9	
35,883 5 4	30,991 4 6	66,874 9 10	3,788 13 7	1,187 15 5	4 0 3	3 3 8	

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
							1st CIRCLE, DEPARTMENT		
Halqabandi Schools.	Allygurh.	Allygurh, ...	8	Different dates.	186	7	...	193	114
		Atrowli, ...	14		368	49	1	418	367
		Hathras, ...	32		1,162	55	...	1,217	1,217
		Iglass, ...	16		475	19	...	494	437
		Khyr, ...	3		76	1	...	77	60
		Secundra Rao, ...	22		656	77	...	733	651
		Total, ...	95		2,923	208	1	3,132	2,846
	Boolundshahr.	Boolundshahr, ...	42	Different dates.	1,177	288	...	1,465	1,379
		Secundrabad, ...	26		699	192	...	891	855
		Anoopshuhur, ...	26		911	143	...	1,054	949
		Khurja, ...	26		801	87	...	888	876
		Total, ...	120		3,588	710	...	4,298	4,059
	Meerut.	Meerut, ...	25	Different dates.	368	303	...	671	611
		Sirdhana, ...	23		665	59	...	724	627
		Baghput, ...	23		668	64	...	732	685
		Ghazeeabad, ...	30		768	220	...	988	624
		Hapore, ...	21		608	209	...	817	767
		Mooana, ...	13		269	160	...	429	383
		Total, ...	135		3,346	1,015	...	4,361	3,697
	Moozuffernuggur.	Moozuffernuggur, ...	27	Different dates.	495	289	...	784	824
		Khatowli, ...	25		529	315	...	844	744
		Shamli, ...	27		614	301	...	915	909
		Jalalabadpore, ...	28		637	303	...	940	990
		Total, ...	107		2,275	1,208	...	3,483	3,467
	Saharunpore.	Saharunpore, ...	23	Different dates.	391	316	...	707	676
		Roorkee, ...	23		401	261	...	662	591
		Deobund, ...	29		418	563	...	981	903
		Nehtore, ...	25		398	421	...	819	742
		Total, ...	100		1,608	1,561	...	3,169	2,912
	Dehra Doon.	Dehra Doon, ...	3	...	90	...	...	90	83
	Pilibhit.	Pilibhit, ...	7	...	123	3	...	126	94
	Budaon.	Budaon, ...	24	Different dates.	626	123	...	749	745
		Datagunj, ...	20		532	74	...	606	593
		Sahawan, ...	16		319	65	...	384	372
		Bissowli, ...	19		393	58	...	451	445
		Gunour, ...	12		358	59	...	417	416
		Total, ...	91		2,228	379	...	2,607	2,571
	Moradabad.	Moradabad, ...	16	Different dates.	313	219	...	532	508
		Hosseinpore, ...	15		339	249	...	588	501
		Sumbhul, ...	14		303	172	...	475	378
		Amroha, ...	4		79	65	...	144	114
		Bilari, ...	17		379	196	...	575	407
		Total, ...	66		1,413	901	...	2,314	1,908

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HALQABANDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.								Rs. As. P.		Rs. As. P.	Rs. As. P.
9	...	...	46	...	154	...	1 Anna.	12 6 0	...	44 0 0	684 15 0
20	...	51	78	...	324	...	"	20 8 1	...	84 0 0	1,722 2 10
...	...	68	242	...	1,117	...	"	55 14 0	...	0 0 0	3,062 11 7
...	...	...	84	...	480	...	"	34 4 5	...	0 0 0	1,706 8 8
...	...	...	2	...	76	...	"	10 9 0	...	0 0 0	683 13 6
3	...	76	166	...	606	...	"	41 7 6	...	144 0 0	2,600 4 5
32	...	195	618	...	2,757	...	"	175 1 0	...	272 0 0	10,460 8 0
...	...	...	610	...	855	...	1 Anna.	1,470 0 1	...	1,425 0 1	...
...	...	...	301	...	590	...	"	1,382 14 0	...	1,337 14 0	...
...	...	...	304	...	750	...	"	1,432 0 5	...	1,387 0 5	...
...	...	...	295	...	593	...	"	1,288 8 7	...	1,243 8 8	...
...	...	...	1,510	...	2,788	...	"	5,573 7 1	...	5,393 7 2	...
...	...	...	523	...	184	...	1 Anna.	25 0 0	...	...	2,969 11 6
...	...	...	275	...	449	...	"	25 0 0	...	...	2,355 1 4
...	...	...	172	...	560	...	"	25 0 0	...	...	3,822 6 6
...	...	...	588	...	400	...	"	77 0 0	...	...	1,898 11 6
...	...	...	497	...	320	...	"	25 0 0	...	...	1,572 10 1
...	...	...	227	...	202	...	"	25 0 0	...	...	1,219 0 4
...	...	...	2,282	...	2,115	...	"	202 0 0	...	...	13,837 9 3
...	...	62	741	...	42	...	1 Anna.	1,289 3 8	...	1,239 3 9	...
...	...	76	552	...	292	...	"	1,272 0 2	...	1,222 0 2	...
...	...	91	770	...	145	...	"	1,500 11 8	...	1,450 11 7	...
...	...	83	672	..	268	...	"	1,535 3 10	...	1,485 3 11	...
...	...	312	2,735	...	748	...	"	5,597 3 4	...	5,397 3 5	...
...	...	12	663	...	44	...	1 Anna.	1,300 11 9	...	1,258 3 9	...
...	...	...	512	...	150	...	"	1,252 3 3	...	1,207 12 3	...
...	...	...	793	...	188	...	"	1,550 13 8	...	1,491 13 9	...
...	...	...	819	...	...	...	"	1,354 6 0	...	1,304 6 0	...
...	...	12	2,787	...	382	...	"	5,458 2 8	...	5,262 3 9	...
...	...	...	...	...	90	...	...	162 11 5	...	150 11 5	...
...	...	...	3	...	126	...	...	...	...	...	689 11 10
...	...	...	433	...	311	...	1 Anna	77 5 9	...	...	1,634 13 8
...	...	...	286	...	334	...	"	60 15 0	...	...	1,763 10 0
...	...	...	239	...	145	...	"	40 6 0	...	...	1,789 5 11
...	...	...	285	...	166	...	"	48 11 0	...	...	1,719 0 7
...	...	...	184	...	233	...	"	41 5 0	...	...	1,437 4 2
...	...	...	1,427	...	1,189	...	"	268 10 9	...	...	8,344 2 4
...	...	12	365	...	155	...	1 Anna.	49 14 11	...	...	1,707 6 3
...	...	...	432	...	162	...	"	49 14 0	...	...	1,756 2 4
...	...	...	407	...	68	...	"	42 8 0	...	...	2,297 8 0
...	...	...	184	...	15	...	"	22 14 0	...	...	2,210 0 0
...	...	...	477	...	98	...	"	44 14 0	...	...	1,850 2 9
...	...	12	1,815	...	498	...	"	210 0 11	...	...	9,821 3 4

APPEN

TABLE No. 3A.—*I. Institutions fo r*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(Concluded.) Fees, Fines, &c.	Receipts.—(Concluded.) Sale of Books.	Receipts.—(Concluded.) Other sources.	Receipts.—(Concluded.) Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								1ST CIRCLE, DEPARTMENT
					Rs. As. P.			Rs. As. P.
Hulqabandi Schools.	Alligurh.	Allygurh, ...	8	Different dates.	14 7 6	...	...	755 12 6
		Atrowli, ...	14		101 10 0	...	...	1,928 4 11
		Hathras, ...	32		227 12 0	...	...	3,346 5 7
		Iglass, ...	16		94 10 0	...	...	1,835 7 1
		Khyr, ...	3		14 3 0	...	...	708 9 6
		Secundra Rao, ...	22		169 8 0	...	...	2,955 3 11
		Total, ...	95		622 2 6	...	...	11,529 11 6
	Boolundshahr.	Boolundshahr, ...	42	Different dates.	676 12 0	...	...	3,571 12 2
		Secundrabad, ...	26		401 14 0	...	...	3,122 10 0
		Anoopshuhur, ...	26		447 14 6	...	...	3,266 15 4
		Khurja, ...	26		418 1 0	...	...	2,950 2 3
		Total, ...	120		1,944 9 6	...	...	12,911 7 9
	Meerut.	Meerut, ...	25	Different dates.	40 4 0	...	...	3,034 15 6
		Sirdhana, ...	23		30 8 0	...	...	2,410 9 4
		Baghput, ...	23		37 8 0	...	...	3,884 14 6
		Ghazeeabad, ...	30		100 8 0	...	...	2,076 3 6
		Hapore, ...	21		50 4 0	...	...	1,647 14 1
		Mooana, ...	13		88 4 0	...	...	1,332 4 4
		Total, ...	135		347 4 0	...	..	14,386 13 3
	Moozuffernuggur.	Moozuffernuggur, ...	27	Different dates.	89 7 0	...	...	2,617 14 5
		Khatowli, ...	25		99 10 0	...	...	2,593 10 4
		Shamli, ...	27		114 8 0	...	...	3,065 15 3
		Jalalabadpore, ...	28		109 11 0	...	...	3,130 2 9
		Total, ...	107		413 4 0	...	...	11,407 10 9
	Saharunpore.	Saharunpore, ...	23	Different dates.	132 0 0	...	...	2,690 15 6
		Roorkee, ...	23		135 0 0	...	...	2,594 15 6
		Deobund, ...	29		192 0 0	...	...	3,234 11 5
		Nehtore, ...	25		144 0 0	...	...	2,802 12 0
		Total, ...	100		603 0 0	...	...	11,323 6 5
	Dehra Doon.	Dehra Doon, ...	3	...	26 7 0	...	...	339 13 10
	Pilibhit.	Pilibhit, ...	7	...	...	...	...	689 11 10
	Budaon.	Budaon, ...	24	Different dates.	...	...	...	1,712 3 5
		Datagunj, ...	20		...	...	...	1,824 9 0
		Sahawan, ...	16		...	...	...	1,829 11 11
		Bissowli, ...	19		...	...	...	1,767 11 7
		Gunour, ...	12		...	..	...	1,478 9 2
		Total, ...	91		...	...	...	8,612 13 1
	Moradabad.	Moradabad, ...	16	Different dates.	43 8 0	...	...	1,800 13 2
		Hosseinpore, ...	15		10 0 0	...	...	1,816 0 4
		Sumbhul, ...	14		20 3 0	...	...	2,360 3 0
		Amroha, ...	4		12 0 0	...	...	2,244 14 0
		Bilari, ...	17		53 4 0	...	...	1,918 4 9
		Total, ...	66		138 15 0	...	...	10,170 3 3

DIX F.

General Education, for the year 1865-66.—

LOWER CLASS (HULQABANDI SCHOOLS—*(Continued.)*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—*(Contd.)*							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
378 7 8	46 12 2	425 3 10	330 8 8	...	3 11 8	0 1 9	
1,275 5 0	206 6 3	1,481 11 3	446 9 8	...	4 0 7	0 0 11	
1,156 14 5	310 4 9	1,467 3 2	1,879 2 5	...	1 3 3	0 0 9	
1,203 7 2	212 0 6	1,415 7 8	419 15 5	...	3 3 10	0 1 3	
251 6 8	44 11 0	296 1 8	412 7 10	...	4 15 0	0 2 10	
1,905 2 2	311 15 8	2,217 1 10	738 2 1	...	3 6 6	0 1 0	
6,170 11 1	1,132 2 4	7,302 13 5	4,226 14 1	...	2 9 1	0 1 0	
3,123 8 0	1,114 7 8	4,237 15 8	...	666 3 6	3 1 2	1 11 1	
1,894 12 0	843 9 4	2,738 5 4	384 4 8	...	3 3 3	1 6 3	
1,681 14 0	896 5 9	2,578 3 9	688 11 7	...	2 11 6	1 2 4	
1,958 9 8	892 12 2	2,851 5 10	98 12 5	...	3 4 1	1 6 8	
8,658 11 8	3,747 2 11	12,405 14 7	1,171 12 8	666 3 6	3 0 11	1 5 0	
1,815 9 5	261 4 3	2,076 13 8	958 1 10	...	3 6 5	0 0 8	
1,751 4 3	248 0 3	1,999 4 6	411 4 10	...	3 3 0	0 0 8	
1,721 11 4	230 0 5	1,951 11 9	1,933 2 9	...	2 13 7	0 0 7	
1,955 9 8	328 8 3	2,284 1 11	...	207 14 5	3 10 7	0 1 11	
1,876 10 0	242 12 3	2,119 6 3	...	471 8 2	2 12 3	0 0 6	
1,148 10 6	280 12 3	1,429 6 9	...	97 2 5	3 11 9	0 1 1	
10,269 7 2	1,591 5 8	11,860 12 10	3,302 9 5	776 9 0	3 3 4	0 0 11	
1,948 1 5	289 7 0	2,237 8 5	380 6 0	...	2 11 5	1 5 4	
1,917 5 4	299 10 0	2,216 15 4	376 11 0	...	2 15 8	1 7 4	
2,303 3 3	354 8 0	2,657 11 3	408 4 0	...	2 14 9	1 6 10	
2,366 11 2	349 3 10	2,715 15 0	414 3 9	...	2 11 11	1 5 6	
8,535 5 2	1,292 12 10	9,828 2 0	1,579 8 9	...	2 13 4	1 6 2	
1,993 1 2	309 3 0	2,302 4 2	388 11 4	...	3 6 6	1 10 2	
1,561 13 2	201 3 6	1,763 0 8	831 14 10	...	2 15 8	1 6 8	
2,091 2 7	427 3 0	2,518 5 7	716 5 10	...	2 13 7	1 5 2	
1,651 11 0	309 9 9	1,961 4 9	841 7 3	...	2 10 4	1 4 2	
7,297 11 11	1,247 3 3	8,544 15 2	2,778 7 3	...	2 14 11	1 6 4	
233 1 1	59 15 0	293 0 1	46 13 9	...	3 8 6	1 10 10	
320 3 3	8 9 10	328 13 1	360 14 9	...	3 8 0	...	
1,754 9 8	108 11 10	1,863 5 6	..	151 2 1	2 8 0	0 1 8	
1,297 14 2	108 11 9	1,406 9 11	417 15 1	...	2 5 11	0 1 8	
931 12 5	108 11 9	1,040 8 2	789 3 9	...	2 12 9	0 1 9	
1,285 9 5	108 11 9	1,394 5 2	373 6 5	...	3 2 2	0 1 9	
859 2 10	108 11 9	967 14 7	510 10 7	...	2 5 3	0 1 5	
6,129 0 6	543 10 10	6,672 11 4	2,091 3 10	151 2 1	2 9 6	0 1 8	
1,200 10 9	286 12 11	1,487 7 8	313 5 6	...	2 14 10	0 1 7	
1,123 7 7	253 5 4	1,376 12 11	439 3 5	...	2 12 0	0 1 7	
817 1 2	256 2 3	1,073 3 5	1,286 15 7	...	2 13 5	0 1 10	
228 9 5	228 5 4	456 14 9	1,787 15 3	...	4 0 1	0 8 3	
561 6 9	291 9 3	853 0 0	1,095 4 9	...	2 1 6	0 1 9	
3,921 3 8	1,316 3 1	5,247 6 9	4,922 12 6	...	2 12 0	0 1 9	

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TABLE No. A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality, District.	Locality, Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year, Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
							1st CIRCLE, DEPARTMENT		
Hulqabandi Schools.	Shahjehanpore.	Shahjehanpore, ...	28	Different dates.	802	67	...	869	804
		Tilhur, ...	31		710	165	...	875	821
		Jellalabad, ...	26		708	21	...	729	665
		Powayan, ...	20		605	22	...	627	640
		Khootar, ...	4		104	...	...	104	99
		Total, ...	109		2,929	275	...	3,204	3,029
		Grand Total, 1st Circle,	833		20,523	6,260	1	26,784	24,664
							2nd CIRCLE, DEPARTMENT		
	Agra.	Huzoor Tahsil, ...	18	Different dates.	518	11	...	529	437·85
		Eradutnugger, ...	20		576	13	...	589	442·65
		Futtehabad, ...	20		558	6	...	564	435·36
		Etmadpore, ...	27		595	23	...	618	552·53
		Ferozabad, ...	22		573	16	...	589	508·92
		Bah, ...	29		937	3	...	940	653·07
		Kheragurh, ...	19		457	35	...	492	377·65
		Futtehpore Sicri, ...	15		398	6	...	404	352·36
		Furrah, ...	22		725	52	...	777	580·45
		Total, ...	192		5,337	165	...	5,502	4,340·84
	Cawnpore.	Jajmow, ...	5	Different dates.	167	1	...	168	158·20
		Sarh Salempore, ...	18		521	12	...	533	448·28
		Ghatumpore, ...	12		277	18	...	295	259·23
		Bilhour, ...	14		380	18	...	398	331·24
		Sheorajpore, ...	3		170	5	...	175	157·59
		Sheoli, ...	3		89	5	...	94	83·34
		Bithoor, ...	8		247	23	...	270	257·10
		Russoolabad, ...	10		214	7	...	221	212·10
		Ukburpore, ...	9		262	3	...	265	253·90
		Bhognipore, ...	8		268	28	...	296	247·49
		Secundra, ...	8		230	12	...	242	244·56
		Deyrapore, ...	15		387	3	...	390	418·38
		Total, ...	113		3,212	135	...	3,347	3,071·41
	Etah.	Etah, ...	40	Different dates.	970	71	...	1,041	979·75
		Alligunj, ...	27		689	167	...	856	759·33
		Kassgunj, ...	26		756	115	...	871	780·31
		Total, ...	93		2,415	353	...	2,768	2,519·39
	Etawah.	Etawah, ...	35	Different dates.	744	29	...	773	808·81
		Bhurthana, ...	33		854	23	...	877	789·98
		Bedhouna, ...	26		722	45	...	767	761·25
		Phuppond, ...	24		561	26	...	587	577·42
		Delailnugger, ...	20		529	21	...	550	553·57
		Total, ...	138		3,410	144	...	3,554	3,491·03
	Furruckabad.	Huzoor Tahsil, ...	11	Different dates.	328	64	4	396	288·78
		Chubramow, ...	6		236	40	...	276	186·27
		Tirwa Ththia, ...	10		351	6	...	357	276·48
		Kunouj, ...	5		318	15	...	333	231·09
		Kaimgunj, ...	8		379	91	...	470	264·26
		Allygurh, ...	9		317	14	...	331	220·45
		Total, ...	49		1,929	230	4	2,163	1,467·33

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Conta.*)								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	439	...	655	...	1 Anna.	47 9 0	...	...	2,162 8 1
...	...	...	323	...	618	...	,,	52 10 0	...	...	2,639 4 6
...	...	...	269	...	607	...	,,	44 2 0	...	...	1,635 13 6
...	...	...	92	...	617	...	,,	34 0 0	...	...	2,371 8 5
...	...	...	8	...	104	...	,,	8 13 7	...	...	427 13 7
...	...	...	1,131	...	2,601	...	,,	187 2 7	...	...	9,237 0 1
32	...	531	14,308	...	13,258	...	,,	17,834 7 9	...	16,475 9 9	52,390 2 10
PUBLIC INSTRUCTION, N.-W. P.											
...	...	...	30	...	499	...	1 Anna.	31 0 0	...	...	2,015 1 7
...	...	...	30	...	559	...	,,	29 9 0	...	...	1,894 14 4
...	...	...	4	...	564	...	,,	26 15 9	...	...	1,789 5 4
...	...	10	4	...	604	...	,,	30 6 3	...	...	1,913 14 1
...	...	4	6	...	579	...	,,	14 14 0	...	...	2,048 12 5
...	...	...	12	...	940	...	,,	71 13 3	...	...	2,124 5 0
...	...	15	27	...	492	...	,,	29 4 3	...	...	1,639 4 1
...	...	4	10	...	390	...	,,	39 4 0	...	...	1,871 4 0
...	...	4	50	...	777	...	,,	54 10 9	...	...	1,729 12 6
...	...	37	173	...	5,404	...	,,	327 13 3	...	...	17,026 9 4
47	...	2	8	...	168	...	1 Anna.	13 6 6	...	...	350 10 9
23	...	...	...	...	533	...	,,	50 7 0	...	...	1,048 5 10
7	...	12	33	...	284	...	,,	18 15 6	...	...	731 0 10
...	...	4	7	...	391	...	,,	23 15 0	...	...	388 13 4
73	...	3	11	...	43	...	,,	11 11 0	...	...	241 9 9
...	...	5	14	...	89	...	,,	7 6 6	...	...	110 13 1
...	...	22	52	...	21[illegible]	...	,,	23 15 0	...	...	342 11 5
...	...	26	16	...	211	...	,,	7 4 6	...	...	896 9 4
...	...	...	10	...	265	...	,,	14 15 9	...	...	586 15 6
...	...	27	39	...	288	...	,,	11 15 8	...	...	933 8 11
...	...	...	14	...	242	...	,,	10 3 3	...	...	895 0 0
...	...	...	20	...	390	...	,,	16 10 3	...	...	1,284 8 0
150		101	234	...	3,123	...	,,	210 13 6	...	...	7,840 10 9
...	...	...	68	...	993	...	1 Anna.	84 2 1	...	...	2,729 2 2
...	...	...	146	...	768	...	,,	66 12 8	...	...	1,946 15 0
...	...	...	188	...	695	...	,,	49 4 3	...	...	2,493 11 11
...	...	...	402	...	2,456	...	,,	200 2 7	...	...	7,169 13 1
...	...	15	39	...	765	...	1 Anna.	22 14 2	...	...	2,347 12 11
...	...	12	15	...	859	...	,,	33 4 2	...	...	2,502 13 4
...	...	12	13	...	760	...	,,	25 5 6	...	...	2,147 13 8
...	...	17	5	...	563	...	,,	15 8 4	...	...	1,729 13 6
...	...	42	54	...	445	...	,,	19 8 5	...	...	1,746 14 6
...	...	98	126	...	3,392	...	,,	116 8 7	...	...	10,475 8 11
50	2	83	74	...	289	...	1 Anna.	74 1 9	...	49 12 8	270 10 2
25	...	27	43	4	80	...	,,	14 14 3	...	...	480 2 4
...	...	3	6	...	348	...	,,	22 3 8	...	6 9 1	536 5 7
35	...	12	58	...	260	...	,,	47 2 3	...	...	327 9 9
...	...	...	240	...	260	...	,,	22 14 1	...	6 3 11	527 7 3
...	...	9	7	...	322	...	,,	25 13 4	...	9 15 11	542 1 6
110	2	134	428	4	1,559	...	,,	207 1 4	...	72 9 7	2,684 4 7

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15	16.	17.	18.
							1st CIRCLE, DEPARTMENT	
					Rs. As. P		Rs. As. P.	Rs. As. P.
Hulqabandi Schools.	Shahjehanpore.	Shahjehanpore, ...	28	Different dates.	90 8 0	...	...	2,300 9 1
		Tilhur, ...	31		82 8 0	...	...	2,774 6 6
		Jellalabad, ...	26		70 8 0	...	...	1,750 7 6
		Powayan, ...	20		107 4 0	...	...	2,512 12 5
		Khootar, ...	4		6 0 0	...	...	442 11 2
		Total, ..	109	...	356 12 0	...	...	9,780 14 8
		Grand Total, 1st Circle,	833	...	4,452 6 0	...	...	91,152 10 4
							2nd CIRCLE, DEPARTMENT	
	Agra.	Huzoor Tahsil, ...	18	Different dates.	15 14 0	...	...	2,061 15 7
		Eradutnugger, ...	20		50 7 0	...	...	1,974 14 4
		Futtehabad, ...	20		7 13 0	...	...	1,824 2 1
		Etmadpore, ...	27		45 12 0	...	...	1,990 0 4
		Ferozabad, ...	22		18 2 0	...	...	2,081 12 5
		Bah, ...	29		50 4 0	...	...	2,246 6 3
		Kheragurh, ...	19		31 3 0	...	...	1,699 11 4
		Futtehpore Sicri,...	15		30 4 0	...	...	1,940 12 0
		Furrah, ...	22		123 1 0	...	...	1,907 8 3
		Total, ...	192	...	372 12 0	...	...	17,727 2 7
	Cawnpore.	Jajmow, ...	5	Different dates.	30 4 0	...	12 0 0	436 5 3
		Sarh Salempore, ...	18		70 8 0	...	90 0 0	1,259 4 10
		Ghatumpore, ...	12		54 12 0	...	48 0 0	852 12 4
		Bilhour, ...	14		58 12 0	...	75 0 0	546 8 4
		Sheorajpore, ...	3		61 8 0	...	24 0 0	338 12 9
		Sheoli, ...	3		25 7 0	...	30 0 0	173 10 7
		Bithoor, ...	8		52 4 0	...	72 0 0	490 14 5
		Russoolabad, ...	10		30 3 0	...	84 0 0	1,018 0 10
		Ukburpore, ...	9		48 8 0	...	50 9 0	701 0 3
		Bhognipore, ...	8		24 8 0	...	47 4 0	1,017 4 2
		Secundra, ...	8		20 8 0	...	56 2 6	981 13 9
		Deyrapore, ...	15		80 8 0	...	97 13 3	1,479 7 6
		Total, ...	113	...	557 10 0	...	686 12 9	9,295 15 0
	Etah.	Etah, ...	40	Different dates.	10 12 0	...	...	2,824 0 3
		Aligunj, ...	27		11 0 0	...	...	2,024 11 3
		Kassgunj, ...	26		13 12 0	...	...	2,556 12 2
		Total, ...	93	...	35 8 0	...	...	7,405 7 8
	Etawah.	Etawah, ...	35	Different dates.	3 12 0	...	12 0 0	2,386 7 1
		Bhurthana, ...	33		3 12 0	...	...	2,539 13 6
		Bedhouna, ...	26		...	...	...	2,173 3 2
		Phuppoond, ...	24		...	...	...	1,745 5 10
		Dalailnugger, ...	20		...	...	...	1,766 6 11
		Total, ...	138	...	7 8 0	...	12 0 0	10,611 4 6
	Furruckabad.	Huzoor Tahsil, ...	11	Different dates.	...	...	...	394 8 7
		Chubramow, ..	6		...	...	...	495 0 7
		Tirwa, ...	10		...	...	...	565 2 4
		Kunouj, ...	5		...	...	...	874 12 0
		Kaimgunj, ...	8		...	...	...	556 9 3
		Allygurh, ...	9		...	...	...	577 14 9
		Total, ...	49	...	...	...	...	2,963 15 6

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQ ABANDI SCHOOLS.)—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
2,217 1 1	226 2 0	2,443 3 1	...	142 10 0	3 0 7	0 0 11	
1,934 6 2	226 2 0	2,160 8 2	613 14 4	...	2 10 1	0 1 0	
1,605 4 6	226 2 0	1,831 6 6	...	80 15 0	2 12 1	0 1 1	
1,513 8 6	226 1 0	1,739 9 6	773 2 11	...	2 11 6	0 0 1	
259 8 6	54 9 11	314 2 5	128 8 9	...	3 2 9	0 1 5	
7,529 12 9	959 0 11	8,488 13 8	1,515 10 0	223 9 0	2 12 10	0 1 0	
59,075 4 3	11,898 2 8	70,973 6 11	21,996 11 0	1,817 7 7	2 14 4	0 11 6	
PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)							
1,381 12 1	156 13 6	1,538 9 7	523 6 0	...	3 8 3	0 1 2	
1,208 5 7	71 3 4	1,279 8 11	695 5 5	...	2 14 3	0 1 1	
1,194 8 5	68 0 10	1,262 9 3	561 8 10	...	2 14 2	0 1 0	
1,670 1 0	87 2 1	1,757 3 1	232 13 3	...	3 2 11	0 0 11	
1,328 2 4	80 4 10	1,408 7 2	673 5 3	...	2 12 4	0 0 6	
1,752 9 2	97 7 4	1,850 0 6	396 5 9	...	2 13 4	0 1 9	
1,135 13 9	69 13 1	1,205 10 10	494 0 6	...	3 3 1	0 1 3	
1,080 10 11	68 10 10	1,149 5 9	791 6 3	...	3 4 2	0 1 9	
1,360 15 10	83 1 1	1,444 0 11	463 7 4	...	2 7 10	0 1 7	
12,112 15 1	782 8 11	12,895 8 0	4,831 10 7	...	2 15 6	0 1 2	
434 0 5	145 5 8	579 6 1	...	143 0 10	3 10 4	0 1 4	
1,086 2 4	420 9 0	1,506 11 4	...	247 6 6	3 5 9	0 1 10	
787 11 8	249 5 6	1,037 1 2	...	184 4 10	4 0 0	0 1 2	
804 6 5	394 9 2	1,198 15 7	...	652 7 3	3 9 11	0 1 2	
216 11 5	129 1 6	345 12 11	...	7 0 2	2 3 7	0 1 2	
225 8 4	94 12 0	320 4 4	...	146 9 9	3 13 6	0 1 5	
608 10 2	251 12 4	860 6 6	...	369 8 1	3 5 7	0 1 6	
591 4 3	227 13 2	819 1 5	198 15 5	...	3 13 10	0 0 7	
529 3 6	209 12 3	738 15 9	...	37 15 6	2 14 7	0 0 9	
593 12 1	188 12 7	782 8 8	234 11 6	...	3 2 8	0 0 9	
519 12 1	171 15 1	691 11 2	290 2 7	...	2 13 3	0 0 8	
975 15 0	404 8 0	1,380 7 0	99 0 6	...	3 4 10	0 0 8	
7,373 1 8	2,888 4 3	10,261 5 11	822 14 0	1,788 4 11	3 5 5	0 1 1	
2,650 9 6	307 7 0	2,958 0 6	...	134 0 3	3 0 4	0 1 4	
1,977 8 7	203 3 10	2,180 12 5	...	156 1 2	2 13 11	0 1 5	
1,747 4 1	169 13 7	1,917 1 8	639 10 6	...	2 7 4	0 1 0	
6,375 6 2	680 8 5	7,055 14 7	639 10 6	290 1 5	2 12 10	0 1 3	
2,019 12 9	366 10 4	2,386 7 1	...	...	2 14 9	0 0 5	
2,167 5 2	372 8 4	2,539 13 6	...	...	3 3 6	0 0 8	
1,820 4 4	352 14 10	2,173 3 2	...	...	3 12 3	0 0 6	
1,402 2 0	343 3 10	1,745 5 10	...	...	3 0 5	0 0 5	
1,419 3 0	347 3 11	1,766 6 11	...	...	3 3 1	0 0 7	
8,828 11 3	1,782 9 8	10,611 4 6	...	...	3 0 7	0 0 7	
985 4 1	159 7 4	1,144 11 5	...	750 2 10	3 15 5	0 4 1	
566 0 4	85 15 2	651 15 6	...	156 14 11	3 8 0	0 1 3	
775 7 0	103 5 0	878 12 0	...	313 9 8	3 2 10	0 1 3	
613 7 10	136 5 8	749 13 6	...	375 1 6	3 3 11	0 3 3	
662 13 2	108 1 3	770 14 5	...	214 5 2	2 14 8	0 1 5	
485 6 4	73 2 5	558 8 9	19 6 0	...	2 8 6	0 1 10	
4,088 3 9	666 4 10	4,754 11 7	19 6 0	1,810 2 1	3 3 10	0 2 3	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
						2ND CIRCLE, DEPARTMENT			
Hulqabandi Schools	Hamirpore.	Hamirpore, ...	5	Different dates.	116	1	...	117	130
		Somarpore, ...	5		131	1	...	132	129
		Jalalpore, ...	7		138	4	...	142	171
		Jeitpore, ...	2		49	...	...	49	42
		Mondaha, ...	12		234	25	...	259	208
		Mahoba, ...	13		418	8	...	426	388
		Punwari, ...	11		339	33	...	372	387
		Ratt, ...	7		170	4	...	174	183
		Total, ...	62	...	1,595	76	...	1,671	1,638
	Jaloan.	Jaloan, ...	19	Different dates.	423	65	...	488	355·68
		Madhogurh, ...	11		235	52	...	287	201·67
		Konch, ...	4		79	43	...	122	106·65
		Orai, ...	9		185	32	...	217	166 63
		Ottah, ...	19		515	135	...	650	433·21
		Total, ...	62	...	1,437	327	...	1,764	1,263·84
	Jhansie.	Jhansie, ...	16	Different dates.	561	13	...	574	508
		Mote, ...	16		429	3	...	432	420
		Garotha, ...	16		422	2	...	424	417
		Mow, ...	13		352	10	...	362	364
		Purwaha, ...	16		381	8	...	389	394
		Total, ...	77	...	2,145	36	...	2,181	2,103
	Lallatpore.	Lallatpore, ...	6	Different dates.	124	6	...	130	130
		Mahrowni, ...	1		29	...	...	29	29
		Total, ...	7	...	153	6	...	159	159
	Muttra.	Muttra, ...	6	Different dates.	115	1	...	116	106·54
		Areeng, ...	18		430	8	...	438	339·82
		Chattai, ...	18		442	16	...	458	413 08
		Kosi, ...	15		357	14	...	371	341·96
		Chowjheel, ...	32		661	11	...	672	584·8
		Mahabun, ...	31		606	4	...	610	551·54
		Sadabad, ...	25		568	24	...	592	542·3
		Jaleisur, ...	26		486	7	...	493	779·43
		Total, ...	171	...	3,665	85	...	3,750	3,659·47
	Mynpoorie.	Mynpoorie, ...	28	Different dates.	732	47	...	779	719·59
		Karhul, ...	16		439	12	...	451	465·25
		Bhongaon, ...	32		1,038	20	...	1,058	1,018·25
		Mustafabad, ...	32		853	23	...	876	778·33
		Shekoabad, ...	19		540	14	...	554	541·33
		Total, ...	127	...	3,602	116	...	3,718	3,517·75
		Grand Total, 2nd Circle,	1,091	...	28,900	1,673	4	30,577	27,231·06

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	...	...	117	...	1 Anna.	2 3 0	...	...	269 0 0
...	...	...	...	...	132	...	"	10 9 10	...	...	530 10 0
...	...	...	2	...	140	...	"	1 11 9	...	...	743 1 8
...	...	...	...	...	49	...	"	180 0 0	...	171 8 0	...
...	...	...	32	...	231	...	"	27 9 11	...	...	1,355 0 0
...	...	...	8	...	418	...	"	380 13 6	...	352 7 4	339 5 9
...	...	...	21	...	361	...	"	22 1 2	...	...	784 5 0
...	...	...	2	...	173	...	"	8 1 9	...	...	514 4 4
...	...	...	65	...	1,621	...	"	633 3 8	...	523 15 4	4,535 10 9
...	...	...	52	...	488	...	1 Anna.	1,009 12 9	...	991 6 3	...
...	...	...	60	...	287	...	"	589 11 3	...	566 3 6	131 8 0
...	...	...	72	...	102	...	"	106 1 0	...	102 10 0	...
...	...	...	50	...	217	...	"	869 10 9	...	850 11 0	...
...	...	...	275	...	414	...	"	577 2 11	...	561 7 11	...
...	...	...	509	...	1,508	...	"	3,152 6 8	...	3,072 6 8	131 8 0
...	...	...	4	...	574	...	1 Anna.	563 7 10	...	539 15 6	...
...	...	...	6	...	431	...	"	512 6 5	...	493 3 5	...
...	...	...	...	...	424	...	"	507 2 3	...	489 12 9	...
...	...	...	3	...	361	...	"	522 13 6	...	485 12 6	...
...	...	...	3	...	386	...	"	413 7 6	...	398 4 7	...
...	...	...	16	...	2,176	...	"	2,519 5 6	...	2,407 0 9	...
...	...	...	27	...	103	...	1 Anna.	...	...	...	116 5 4
...	...	...	6	..	23	...	"	...	...	...	24 13 5
...	...	...	33	...	126	...	"	...	...	...	141 2 9
...	...	...	...	...	116	...	1 Anna.	48 2 9	...	37 14 1	207 8 0
...	...	...	...	...	438	...	"	33 15 4	...	0 11 10	984 0 0
...	...	...	6	...	458	...	"	21 5 3	...	1 11 6	974 0 0
...	...	...	5	...	372	...	"	32 9 3	...	...	828 0 0
...	...	...	4	...	672	...	"	61 7 8	...	26 15 10	1,782 0 0
...	...	5	1	...	611	...	...	81 9 5	...	29 6 9	1,475 0 0
...	...	6	22	...	591	...	"	53 3 1	...	0 1 4	1,302 2 0
...	...	4	11	...	493	...	"	79 9 9	...	27 13 11	1,284 11 10
...	...	15	52	...	3,751	...	"	411 14 6	...	124 11 3	8,837 5 10
...	...	...	92	...	691	...	1 Anna	30 9 8	...	...	2,029 5 0
...	...	...	43	...	414	...	"	20 13 0	...	...	1,615 8 0
...	...	...	97	...	999	...	"	51 13 9	...	...	2,478 11 9
...	...	...	95	...	799	...	"	41 12 6	...	...	2,615 2 0
...	...	...	95	...	491	...	"	29 0 9	...	...	2,535 5 0
...	...	...	422	...	3,394	...	"	174 1 8	...	...	11,273 15 9
260	2	385	2,460	4	28,510	...	"	7,953 7 3	...	6,200 11 7	70,116 4 9

APPEN

TABLE No. 3 A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								2ND CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
HUTQABANDI SCHOOLS.	HAMIRPORE.	Hamirpore, ...	5	Different dates.	35 11 0	...	...	306 14 0
		Somarpore, ...	5		54 0 0	...	...	595 3 10
		Jalalpore, ...	7		31 7 0	...	...	776 4 5
		Jeitpore, ...	2		17 0 0	...	...	388 8 9
		Mondaha, ...	12		29 8 0	...	...	1,412 1 11
		Mahoba, ...	13		78 13 0	...	...	1,151 7 7
		Punwari, ...	11		118 10 0	...	...	925 0 2
		Ratt, ...	7		43 13 0	...	...	566 3 1
		Total, ...	62	—	408 14 0	1	...	6,101 11 9
	JALOAN.	Jaloan, ...	19	Different dates.	84 9 0	...	...	2,085 12 0
		Madhogurh, ...	11		48 2 0	...	...	1,335 8 9
		Koneh, ...	4		19 12 0	...	...	228 7 0
		Orai, ...	9		35 15 0	...	...	1,056 4 9
		Ottah, ...	19		105 6 0	...	...	1,244 0 10
		Total, ...	62	...	293 12 0	...	...	6,650 1 4
	JHANSI.	Jhansi, ...	16	Different dates.	36 13 0	...	...	1,140 4 4
		Mote, ...	16		20 11 0	...	...	1,026 4 10
		Garotha, ...	16		18 6 0	...	...	1,015 5 0
		Mow, ...	13		50 13 0	...	...	1,059 7 0
		Purwaha, ...	16		35 9 0	...	...	847 5 1
		Total, ...	77	...	162 4 0	...	...	5,088 10 3
	LALLAT-PORE.	Lullutpore, ...	6	Different dates.	...	...	...	116 5 4
		Mahrowni, ...	1		...	...	...	24 13 5
		Total, ...	7	...	...	...	...	141 2 9
	MUTTRA.	Muttra, ...	6	Different dates.	19 8 0	...	2 8 0	315 8 10
		Areeng, ...	18		56 4 0	...	10 8 0	1,085 7 2
		Chattai, ...	18		36 0 0	...	10 14 0	1,043 14 9
		Kosi, ...	15		22 8 0	...	17 8 0	900 9 3
		Nowjheel, ...	32		126 12 6	...	51 6 0	2,048 0 6
		Mahabun, ...	31		84 15 0	...	25 14 0	1,696 13 2
		Sadabad, ...	25		120 8 0	...	41 1 6	1,516 15 11
		Jaleisur, ...	26		93 15 0	...	49 8 0	1,535 10 6
		Total, ...	171	...	560 6 0	...	209 3 0	10,143 9 1
	MYNPOORIE.	Mynpoorie, ...	28	Different dates.	...	...	...	2,059 14 8
		Kurhul, ...	16		...	...	...	1,636 5 0
		Bhongaon, ...	32		...	...	...	2,530 9 6
		Mustafabad, ...	32		...	...	...	2,656 14 6
		Shekoabad, ...	19		...	...	...	2,564 5 9
		Total, ...	127	...	...	...	...	11,448 1 5
		GRAND TOTAL, 2ND CIRCLE,	1,091	...	2,398 10 0	...	908 0 3	87,577 1 10

DIXE.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
472 7 5	68 5 5	540 12 10	...	233 14 10	4 2 7	0 0 3	
331 4 2	98 6 4	429 10 6	165 9 4	...	3 5 3	0 1 4	
458 0 4	229 4 11	687 5 3	88 15 2	...	4 0 4	0 0 2	
153 8 0	37 6 7	190 14 7	177 10 2	...	4 8 9	4 4 7	
727 11 6	154 4 6	882 0 0	530 1 11	...	4 3 10	0 2 1	
943 2 7	309 10 0	1,252 12 7	...	101 5 0	3 3 8	0 15 8	
686 8 2	245 7 9	931 15 11	...	6 15 9	2 6 6	0 0 10	
501 3 7	93 13 9	595 1 4	...	28 14 3	3 4 0	0 1 9	
4,273 13 9	1236 11 3	5510 9 0	962 4 7	371 1 10	3 5 10	0 6 2	
1,090 3 3	272 0 1	1,362 3 4	723 8 8	...	3 13 3	2 13 5	
731 13 11	194 0 4	925 14 3	409 10 6	...	4 9 6	2 14 9	
265 9 10	139 13 10	405 7 8	...	177 0 8	3 12 10	0 15 11	
614 14 6	167 7 9	782 6 3	973 14 6	...	4 11 2	5 3 6	
1,214 3 10	289 1 7	1,503 5 5	...	259 4 7	3 7 6	1 5 4	
3,916 13 4	1,062 7 7	4,979 4 11	2,107 1 8	436 5 3	3 15 0	2 7 11	
999 7 11	67 7 3	1,066 15 2	73 5 2	...	2 1 7	1 1 9	
953 4 5	47 0 0	1,000 4 5	26 0 5	...	2 6 19	1 3 6	
910 2 3	40 7 6	950 9 9	64 11 3	...	2 4 5	1 3 5	
921 8 0	95 0 0	1,016 8 0	42 15 0	...	2 12 8	1 7 0	
888 13 11	57 14 0	946 11 11	...	99 6 10	2 6 5	1 0 9	
4,673 4 6	307 12 9	4,981 1 3	206 15 10	99 6 10	2 15 11	1 3 2	
116 5 4	...	116 5 4	...	...	0 14 4	...	
17 11 10	...	17 11 10	7 1 7	...	0 9 9	...	
134 1 2	...	134 1 2	7 1 7	...	0 13 6	...	
270 11 0	42 4 8	312 15 8	2 9 2	...	2 14 1	0 7 1	
984 0 0	105 14 6	1,089 14 6	...	4 7 4	3 3 3	0 1 7	
974 0 0	71 14 9	1,045 14 9	...	2 0 0	3 8 6	0 0 10	
828 0 0	82 6 3	910 6 3	...	9 13 0	2 10 7	0 1 6	
1,798 10 0	216 7 5	1,815 1 5	33 8 1	...	3 7 2	0 1 8	
1,497 9 7	171 1 10	1,668 11 5	28 1 9	...	3 0 5	0 2 4	
1,301 10 0	226 13 9	1,528 7 9	...	11 7 10	2 13 1	0 1 7	
1,317 5 4	206 3 9	1,523 9 1	12 1 5	...	1 10 3	0 1 8	
8,971 13 11	1,123 2 11	10,095 0 10	76 4 5	27 12 2	2 12 2	0 1 10	
1,790 6 7	562 7 4	2,352 13 11	...	292 15 3	3 4 4	0 0 8	
1,222 11 1	362 7 4	1,585 2 5	51 2 7	...	3 6 6	0 0 9	
1,953 7 7	549 7 5	2,502 15 0	27 10 6	...	2 7 6	0 0 10	
2,024 7 1	239 2 2	2,263 9 3	393 5 3	...	2 14 6	0 0 10	
1,362 9 5	277 2 5	1,639 11 10	924 9 11	...	3 0 6	...	
8,353 9 9	1,990 10 8	10,344 4 5	1,396 12 3	292 15 3	2 15 1	0 0 9	
69,102 1 4	12,521 0 10	81,623 2 2	11,070 1 5	5,116 1 9	2 1 7	0 4 8	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the en of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
						3RD CIRCLE, DEPARTMENT			
HULQABANDI SCHOOLS	ALLAHABAD.	Arail, ...	15	Different dates.	200	154	...	354	315·69
		Bara, ...	24		311	82	...	393	367 41
		Chail, ...	20		297	232	...	529	494·37
		Handia, ...	18		263	149	...	412	392·56
		Kara, ...	15		166	130	...	296	266·58
		Khyragurh, ...	32		431	131	...	562	524 35
		Puchimsarira, ...	8		112	137	...	249	225·51
		Phoolpore, ...	14		214	178	...	392	369 05
		Soraon, ...	16		238	127	...	365	356·65
		Total, ...	162	...	2,232	1,320	...	3 552	3,302·17
	AZIMGURH.	Deogaon, ...	13	Different dates.	296	84	...	380	352
		Hazoor Tahsil, ...	15		450	80	...	530	484·41
		Jeanpore, ...	13		387	31	...	425	407·07
		Mahomedabad, ...	14		420	55	...	475	434 25
		Mahool, ...	15		375	53	...	428	394·82
		Nugra, ...	11		321	11	...	332	306·59
		Total, ...	81	...	2,249	321	...	2,570	2,379·14
	BANDA.	Augasi, ...	25	Different dates.	418	82	...	500	358 81
		Badosa, ...	20		330	33	...	363	288·15
		Chibon, ...	21		505	20	...	525	449·69
		Dursenda, ...	18		439	13	...	452	394·34
		Hazoor Tahsil, ...	28		658	67	...	725	518·18
		Pelani, ..	21		459	20	...	479	343 56
		Simoni, ...	9		146	5	...	151	111 43
		Sihonda, ...	22		515	3	...	518	423·10
		Tirahooan, ...	16		613	18	...	631	555·17
		Total, ...	180	...	4,083	261	...	4,344	3442·43
	BENARES.	Chundowli, ...	14	Different dates.	416	13	...	429	292 09
		Hazoor Tahsil, ...	18		576	13	...	589	349 84
		Total, ...	32	...	992	26	...	1,018	641·93
	BUSTEE	Bansi, ...	42	Different dates.	1,177	435	...	1,612	990·10
		Hazoor Tahsil, ...	32		925	303	...	1,228	846·59
		Harya, ...	28		740	317	...	1,057	798·81
		Khalilabad, ..	[illegible]		947	332	...	1,279	1134·53
		Total, ...	135	...	3,789	1,387	...	5,176	3765·03
	FUTTEHPORE.	Ghazipore, ...	13	Different dates.	433	13	...	446	345·23
		Hazoor Tahsil, ...	8		297	22	...	319	284·22
		Khaga, ...	10		362	59	...	421	312·59
		Khukreru, ...	7		183	62	...	245	176·71
		Kulyanpore, ...	11		393	126	...	519	337·9
		Kora, ...	9		367	96	...	463	271·18
		Total, ...	58	...	2,035	378	...	2,413	1727·63

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS) —*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)											
								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	35	305	...	209	...	1 Anna.	10 0 0	...	885 10 6	...
...	...	36	152	...	343	...	,,	8 0 0	...	1,423 3 6	...
...	...	112	322	...	227	...	,,	24 6 6	...	1,372 4 11	...
...	...	52	263	...	238	...	,,	6 11 9	...	1,196 2 4	...
...	...	111	225	...	163	...	,,	10 0 0	...	813 6 4	...
...	...	6	166	...	495	...	,,	9 0 0	...	1,368 3 4	...
...	...	12	70	...	163	...	,,	7 8 0	...	849 4 6	...
...	...	57	23	...	312	...	,,	19 13 0	...	1,103 1 11	...
...	...	62	293	...	285	...	,,	26 0 0	...	1,460 15 11	...
...	...	483	1,819	...	2,435	...	...	121 7 3	...	10,462 5 3	...
...	4	40	40	...	360	...	1 Anna.	34 12 9	...	792 13 0	49 0 0
...	10	50	40	...	520	...	,,	31 9 3	...	1,539 0 9	84 0 0
...	...	40	45	...	415	...	,,	35 3 3	...	1,242 15 0	36 0 0
...	15	25	55	...	413	...	,,	31 5 9	...	1,215 7 10	55 0 0
...	...	20	35	...	414	...	,,	21 6 9	...	1,430 10 0	42 0 0
...	...	20	40	...	323	...	,,	34 1 9	...	1,234 8 9	57 0 0
...	29	195	255	...	2,445	...	...	188 7 0	...	7,455 7 4	323 0 0
...	...	28	50	...	455	...	1 Anna.	...	...	1,907 0 0	...
...	...	...	37	...	352	...	,,	...	...	1,375 0 0	...
...	...	...	31	...	525	...	,,	...	...	1,014 6 8	...
...	...	...	...	...	452	...	,,	...	...	1,591 0 0	...
...	...	6	81	...	667	...	,,	...	...	2,225 0 0	...
...	...	...	32	...	460	...	,,	...	...	1,507 0 0	...
...	...	...	...	...	151	...	,,	...	...	940 0 0	...
...	...	...	...	...	518	...	,,	...	...	1,538 0 0	...
...	...	...	10	...	631	...	,,	...	...	1,016 0 0	...
...	...	34	241	...	4,211	...	...	...	...	13,113 6 8	...
12	...	...	43	...	429	...	1 Anna.	70 0 0	...	1,085 2 3	191 0 0
16	...	22	72	...	589	...	,,	70 8 0	...	1,310 13 3	72 0 0
28	...	22	115	...	1,018	...	...	140 8 0	...	2,395 15 6	263 0 0
...	...	25	25	...	1,587	...	1 Anna.	19 0 0	...	5 028 2 6	95 0 0
...	...	...	15	...	1,213	...	,,	15 0 0	...	...	20 0 0
...	...	...	...	...	1,057	...	,,	11 0 0	...	4,393 1 3	39 0 0
...	...	...	40	...	1,239	...	,,	15 0 0	...	4,415 14 6	80 0 0
...	...	25	80	...	5,096	...	...	60 0 0	...	13,837 2 3	225 0 0
...	...	31	37	...	389	...	1 Anna.	40 0 0	...	727 14 11	...
...	...	12	35	...	287	...	,,	27 0 0	...	577 0 8	...
...	...	36	74	...	364	...	,,	28 14 0	...	944 12 6	...
...	...	17	22	...	221	...	,,	18 0 0	...	939 14 0	30 0 0
15	...	25	44	...	523	...	,,	29 8 0	...	815 8 10	48 0 0
...	...	23	34	...	424	...	,,	27 8 0	...	769 13 0	...
15	...	144	214	...	2,205	...	...	170 14 0	...	4,775 15 19	78 0 0

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	1*a*.	1*b*.	2.	3.	15	16.	17.	18.
						3RD CIRCLE, DEPARTMENT		
					Rs. As. P		Rs. As. P.	Rs. As. P.
Hulqabandi Schools.	Allahabad.	Arail, ...	15	Different dates.	...	...	61 5 0	956 15 6
		Bara, ...	24		...	...	60 8 0	1,491 11 6
		Chail, ...	20		...	...	84 12 0	1,481 7 5
		Handia, ...	18		...	...	68 7 0	1,271 5 1
		Kara, ...	15		...	...	58 5 0	881 11 4
		Khyragurh, ...	32		...	...	92 0 0	1,459 3 1
		Puchimsarira, ...	8		...	...	30 0 0	886 12 6
		Phoolpore, ...	14		...	...	82 0 0	1,204 14 11
		Soraon, ...	16		...	...	66 11 0	1,553 10 11
		Total, ...	162	...	...	...	604 0 0	11,187 12 6
	Azimgurh.	Deogaon, ...	13	Different dates.	10 0 0	...	...	886 9 9
		Hazoor Tahsil, ...	15		75 0 0	...	...	1,669 10 0
		Jeanpore, ...	13		10 0 0	...	...	1,324 2 3
		Mahomedabad, ...	14		12 0 0	...	...	1,313 13 7
		Mahool, ...	15		14 0 0	...	...	1,508 0 9
		Nugra, ...	11		10 0 0	...	...	1,335 10 6
		Total, ...	81	...	71 0 0	...	...	8,037 14 10
	Banda.	Augasi, ...	25	Different dates.	...	...	...	1,907 0 0
		Badosa, ...	20		...	...	...	1,375 0 0
		Chibon, ...	21		...	...	...	1,014 6 8
		Dursenda, ...	18		...	...	...	1,591 0 0
		Hazoor Tahsil, ...	28		...	...	...	2,225 0 0
		Pelani, ...	21		...	...	...	1,507 0 0
		Simoni, ...	9		...	...	...	910 0 0
		Sihonda, ...	22		...	...	...	1,538 0 0
		Tirahooan, ...	16		...	...	...	1,016 0 0
		Total, ...	180	...	...	...	...	13,113 6 8
	Benares.	Chundowli, ...	14	Different dates.	...	...	...	1,346 2 3
		Hazoor Tahsil, ...	18		..	...	...	1,453 5 3
		Total, ...	32	...	...	...	...	2,799 7 6
	Bustee.	Bansi, ...	42	Different dates.	...	...	...	5,142 2 6
		Hazoor Tahsil, ...	32		...	...	...	35 0 0
		Harya, ...	28		..	...	...	4,134 1 3
		Khalilabad, ...	33		...	...	...	4,510 14 6
		Total, ...	135	...	...	...	...	14,122 2 3
	Futtehpore.	Ghazipore, ...	13	Different dates.	...	...	...	767 14 11
		Hazoor Tahsil, ...	8		...	...	...	604 0 0
		Khaga, ...	10		...	...	...	973 10 6
		Khukrera, ...	7		...	...	...	987 14 0
		Kulyanpore, ...	11		...	...	...	893 0 10
		Kora, ...	9		...	...	...	797 5 0
		Total, ...	58	...	...	...	...	5,023 13 11

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*(Continued.)*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—*(Contd.)*							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,143 1 7	270 6 6	1,413 8 1	...	456 8 7	4 7 8	0 0 6	
1,528 8 9	68 8 0	1,597 0 9	...	105 5 3	4 5 7	0 0 4	
1,533 2 11	109 2 6	1,642 5 5	...	160 14 0	3 5 1	0 0 9	
1,275 6 3	6 3 2 9	1,878 9 0	...	607 3 11	4 12 6	0 0 8	
1,012 2 2	68 5 0	1,080 7 2	...	198 11 10	4 0 10	0 0 7	
1,145 12 11	101 0 0	1,246 12 11	212 6 5	...	4 4 6	0 0 3	
641 4 2	37 8 0	678 12 2	208 0 4	...	3 0 1	0 0 6	
1,243 1 4	101 13 0	1,344 14 4	...	139 15 5	3 10 4	0 0 9	
1,308 10 0	92 11 0	1,401 5 0	152 5 11	...	3 14 10	0 0 11	
10,831 2 1	1,452 8 9	12,283 10 10	572 12 8	1,668 11 0	4 0 4	0 0 7	
968 0 0	156 13 5	1,124 13 5	...	238 3 8	3 3 2	0 1 7	
1,098 4 0	164 9 11	1,262 13 11	406 12 1	...	2 9 9	0 1 1	
892 12 0	134 3 11	1,026 15 11	297 2 4	...	2 8 4	0 1 5	
1,049 4 0	141 6 5	1,190 10 5	123 3 2	...	2 11 10	0 1 2	
926 2 0	136 7 5	1,062 9 5	445 7 4	...	2 11 1	0 0 10	
736 8 0	138 2 5	874 10 5	461 0 1	...	2 13 8	0 1 9	
5,670 14 0	871 11 6	6,542 9 6	1,733 9 0	238 3 8	2 12 0	0 1 3	
1,083 2 6	95 7 10	1,178 10 4	728 5 8	...	2 5 9	...	
1,133 3 0	62 9 6	1,195 12 6	179 3 6	...	3 4 9	...	
1,274 14 8	111 12 0	1,386 10 8	...	372 4 0	2 10 3	...	
1,006 10 9	64 0 8	1,070 11 5	520 4 7	...	2 5 11	...	
2,097 13 0	1,609 3 11	3,707 0 11	...	1,482 0 11	5 11 10	...	
1,220 13 10	103 12 0	1,324 9 10	182 6 2	...	2 12 3	...	
479 0 0	24 12 0	503 12 0	436 4 0	...	3 5 5	...	
1,352 7 4	123 12 0	1,476 3 4	61 12 8	...	2 13 7	...	
1,022 3 6	319 6 1	1,341 9 7	...	325 9 7	2 2 0	...	
10,670 4 7	2,514 12 0	13,185 0 7	2,108 4 7	2,179 14 6	3 0 7	...	
866 8 8	190 8 0	1,057 0 8	289 1 7	...	3 9 11	0 3 10	
940 12 0	312 2 6	1,252 14 6	200 6 9	...	3 9 4	0 3 3	
1,807 4 8	502 10 6	2,309 15 2	489 8 4	...	3 9 7	0 3 6	
2,391 15 9	172 3 2	2,564 2 11	2,577 15 7	...	2 9 4	0 0 4	
389 9 6	76 11 1	466 4 7	...	431 4 7	0 8 9	0 0 6	
2,186 15 8	118 6 0	2,305 5 8	2,128 11 7	...	2 14 6	0 0 3	
2,585 5 1	147 8 0	2,732 13 1	1,778 1 5	...	2 6 4	0 0 2	
7,553 14 0	514 12 3	8,068 10 3	6,484 12 7	431 4 7	2 1 7	0 0 3	
994 15 1	40 0 0	1,034 15 1	...	267 0 2	2 15 11	0 0 1	
865 9 0	27 0 0	892 9 0	...	288 8 4	3 2 3	0 1 6	
705 8 0	28 14 0	734 6 0	239 4 6	...	2 5 9	0 1 5	
593 12 0	48 0 0	641 12 0	346 2 0	...	3 10 0	0 1 7	
880 9 4	77 8 0	958 1 4	...	65 0 6	2 13 4	0 1 4	
723 9 0	27 8 0	751 1 0	46 4 0	...	2 12 4	0 1 7	
4,753 14 5	248 14 0	5,012 12 5	631 10 6	620 9 0	2 14 4	0 1 7	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	1*a*.	1*b*.	2.	3.	4.	5.	6.	7.	8.
						3RD CIRCLE, DEPARTMENT			
HITQABANDI SCHOOLS	GHAZEEPORE.	Buleah, ...	27	Different dates.	464	78	...	542	496·19
		Ghazipore, ..	23		757	68	...	825	775 22
		Mahomedabad, ...	13		421	104	...	525	444·15
		Rusra, ...	12		400	130	...	530	495·22
		Sydpore, ...	20		576	222	...	798	684·65
		Zamanea, ...	20		674	76	...	750	700 38
		Total, ...	115	...	3,292	678	...	3,970	3,595·81
	GOHUCKPORE.	Bansgaon, ...	48	Different dates.	1,712	232	...	1,944	1,315·25
		Deorea ...	60		2,581	463	...	3,044	2,065·49
		Hazoor Tahsil, ...	18		710	65	...	775	426 87
		Munsoorgunj ...	50		1,928	114	...	2,042	1,368·01
		Pudrona, ...	40		1,149	56	...	1,505	976·65
		Total, ...	216	...	8,380	930	...	9,310	6,152·27
	JOUNPORE.	Jounpore, ...	22	Different dates.	545	44	...	589	527·57
		Kirakut, ...	10		240	5	...	245	200 43
		Kothun, ...	21		418	83	...	501	453·47
		Machlishahr, ...	16		370	12	...	382	386·10
		Mudiahun, ...	21		573	16	...	589	494 43
		Total, ...	90	...	2,146	160	...	2,306	2,012 00
	MIRZAPORE.	Chunar, ...	21	Different dates.	575	145	...	720	517·09
		Hazoor Tahsil, ...	31		904	54	...	958	880 00
		Robertgunj, ...	10		237	37	...	274	145·43
		Total, ...	62	...	1,716	236	...	1,952	1,542·52
		GRAND TOTAL, 3RD CIRCLE,	1,131	...	31,023	5,688	...	36,711	28,563·16
						KUMAON CIRCLE, DEPART			
	GURHWAL.	Sreenugger, ...	42	1863.	1,342	...	21	1,363	841
		GRAND TOTAL, ...	3,097	...	81,788	13,621	126	95,435	81,290 22

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindee.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	30	50	...	462	...	1 Anna.	25 0 0	...	1,710 9 8	...
...	...	...	25	...	800	...	"	22 0 0	...	1,487 2 5	...
...	...	30	10	...	485	...	"	18 0 0	...	1,004 10 10	...
...	...	30	10	...	490	...	"	18 0 0	...	842 0 9	...
...	...	...	25	...	773	...	"	30 0 0	...	1,118 10 6	...
...	...	10	15	...	725	...	"	32 0 0	...	1,153 10 6	...
...	...	100	135	...	3,735	...	"	145 0 0	...	7,316 12 8	...
...	...	...	48	...	1,944	...	1 Anna.	39 0 0	...	2,302 2 5	296 0 0
...	28	...	55	...	3,044	...	"	49 0 0	...	4,790 8 9	211 0 0
...	...	...	...	...	775	...	"	15 0 0	...	1,059 15 8	63 0 0
..	...	...	...	...	2,042	...	"	25 0 0	...	1,684 14 7	84 0 0
...	8	...	12	...	1,497	...	"	18 1 0	...	3,193 2 0	57 0 0
...	36	...	115	...	9,302	...	"	146 1 0	...	13,030 11 5	711 0 0
...	...	...	38	...	589	...	1 Anna.	34 7 6	...	1,519 12 3	...
...	...	...	18	...	245	...	"	8 14 6	...	562 4 3	...
...	...	8	24	...	501	...	"	13 11 0	...	1,308 15 6	...
...	...	...	2	...	380	...	"	16 10 3	...	1,423 4 0	...
...	...	...	16	...	573	...	"	38 10 0	...	1,564 14 6	...
...	...	8	98	...	288	...	...	112 5 3	...	6,379 2 6	...
...	...	...	97	...	763	...	1 Anna.	...	...	1,259 9 9	108 0 0
...	...	...	90	...	958	...	"	...	...	2,715 6 0	120 0 0
...	...	...	...	...	274	...	"	...	...	420 13 3	...
...	...	...	187	...	1,995	...	...	...	...	4,395 13 0	228 0 0
43	65	1,009	3,289	...	34,748	...	...	1,084 11 0	...	84,161 12 6	1,828 0 0
MENT PUBLIC INSTRUCTION, N.-W.P.											
...	...	...	...	...	1,363	...	1 Anna.	1,667 5 9	...	1,550 11 7	...
335	67	1,925	20,057	4	77,878	...	...	28,539 15 9	...	1,08,388 13 5	1,24,334 7 7

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								2ND CIRCLE, DEPARTMENT
					Rs. As. P.		Rs As. P.	Rs. As. P
HULKABANDI SCHOOLS	GHAZEEPORE.	Buleah, ...	27	Different dates.	...	...	...	1,735 9 8
		Ghazipore, ...	23		...	...	...	1,509 2 5
		Mahomedabad, ...	13		...	...	...	1,022 10 10
		Rusra, ...	12		...	...	...	860 0 9
		Sydpore, ...	20		...	...	...	1,148 10 6
		Zamanea, ...	20		...	...	...	1,185 10 6
		Total, ...	115	...	...	...	...	7,461 12 8
	GORUCKPORE.	Bansgaon, ..	48	Different dates.	...	...	...	2,637 2 5
		Deoren, ...	60		...	...	...	5,050 8 9
		Hazoor Tahsil, ...	18		...	...	...	1,137 15 8
		Munsoorgunj ...	50		...	...	..	1,793 14 7
		Pudrona, ...	40		...	...	...	3,268 3 0
		Total, ...	216	...	...	...	...	13,887 12 5
	JOUNPORE.	Jounpore, ...	22	Different dates.	...	...	...	1,5[illegible]4 3 9
		Kirakut, ...	10		...	...	...	571 2 9
		Kothun, ...	21		...	...	...	1,322 10 6
		Muchlishahr, ...	16		...	...	...	1,439 14 3
		Mudiahun, ...	21		...	...	...	1,603 8 6
		Total, ...	90	...	...	...	...	6,491 7 9
	MIRZAPORE.	Chunar, ..	21	Different dates.	...	...	...	1,367 9 9
		Hazoor Tahsil, ...	31		...	...	...	2,835 6 0
		Robertgunj, ...	10		...	...	...	420 13 3
		Total, ...	62	...	...	...	...	4,623 13 0
		GRAND TOTAL, 3RD CIRCLE,	1,131	...	71 0 0	...	604 0 0	87,749 7 6
								KUMAON CIRCLE, DEPART
	GUPHWAL.	Sreenugger, ...	42	1863.	...	...	...	3,218 1 4
		GRAND TOTAL, ...	3,097	...	6,922 0 0	...	1,512 0 3	2,69,697 5 0

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N W. PROVINCES:
Camp Mussoorie, the 10th July, 1866.

DIX F.

General Education for the year 1865-66.

LOWER CLASS (HULQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—*(Contd.)*							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,726 11 4	25 12 0	1,752 7 4	...	16 13 8	3 3 8	0 0 5	
1,314 2 9	34 5 6	1,348 8 3	160 10 2	...	1 10 2	0 0 5	
870 12 11	20 2 0	890 14 11	131 11 11	...	1 11 2	0 0 7	
718 2 3	20 10 0	738 12 3	121 4 6	...	1 6 4	0 0 7	
1,162 12 9	37 9 0	1,200 5 9	...	51 11 3	1 11 4	0 0 8	
1,429 11 2	50 9 0	1,480 4 2	...	294 9 8	1 2 3	0 0 8	
7,222 5 2	188 15 6	7,411 4 8	413 10 7	363 2 7	1 13 10	0 0 8	
2,780 11 11	650 10 0	3,431 5 11	...	794 3 6	2 9 9	0 0 6	
3,339 3 11	432 0 8	3,771 4 7	1,279 4 2	...	2 4 11	0 0 5	
1,[illegible]6 3 2	369 15 2	1,816 2 4	...	678 2 8	4 4 0	0 0 6	
2,170 9 11	198 10 9	2,369 4 8	...	575 6 1	1 12 9	0 0 4	
1,864 15 3	154 15 4	2,019 14 7	1,248 4 5	...	2 9 11	0 0 3	
11,601 12 2	1,806 3 11	13,408 0 1	2,527 8 7	2,047 12 3	2 2 9	0 0 4	
1,361 3 11	139 13 7	1,501 1 6	53 2 3	...	2 13 6	0 1 0	
659 8 3	62 15 1	722 7 4	...	351 4 7	3 9 7	0 0 8	
1,306 13 5	35 12 5	1,342 9 10	...	19 15 4	2 15 4	0 0 5	
948 0 11	40 9 10	988 10 9	451 3 6	...	2 15 0	0 0 9	
1,263 13 6	146 6 5	1,410 3 11	193 4 7	...	2 13 1	0 1 2	
5,539 8 0	425 9 4	5,965 1 4	697 10 4	171 3 11	2 15 5	0 0 11	
1,031 0 0	292 4 6	1,323 4 6	44 5 3	...	2 8 11	...	
1,870 0 0	506 8 0	2,376 8 0	458 14 0	...	2 11 3	...	
615 0 0	40 8 0	655 8 0	...	234 10 9	4 8 9	...	
3,516 0 0	839 4 6	4,355 4 6	503 3 3	234 10 9	2 13 2	...	
70,176 15 1	9,365 6 3	79,542 5 4	16,162 10 5	7,955 8 3	2 12 6	0 0 7	
MENT PUBLIC INSTRUCTION, N.-W. P.—*(Concluded.)*							
3,101 7 1	116 10 3	3,218 1 4	...	...	3 13 3	1 15 8	
2,01,455 11 9	33,901 4 0	2,35,356 15 9	49,229 6 10	14,889 1 7	3 5 5	0 5 6	

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village	Number of Schools.	When Established	Number of pupils on the rolls at the end of the year. Hindoos	Mahomedans.	Others.	Total.	Average daily attendance.
1	2.		2a.	3.	4.	5.	6.	7.	8.
								1st CIRCLE, DEPARTMENT	
Female Schools.	Allygurh.	Allygurh, ...	2	...	40	...	...	40	40
		Khyr, ...	5	...	116	...	...	116	116
		Iglass, ...	7	...	94	8	...	102	101
		Hathras, ...	23	...	412	17	..	429	413
		Secundra Rao, ...	8	...	236	10	...	246	232
		Atrowli, ...	5	...	71	8	...	79	80
		Total, ...	50	...	969	43	...	1,012	982
	Boolundshahr.	Boolundshahr, ...	1	1866.	11	...	...	11	11
		Secundrabad, ...	1	1865.	7	...	...	7	7
		Anoopshuhur, ...	7	1863.	132	...	...	132	133
		Khurja, ..	2	1863.	16	...	...	16	16
		Female Scholars in Boys' Schools, ...	...	...	102	...	...	102	102
		Total, ...	11	...	268	...	...	268	269
	Moozuffernuggur.	Moozuffernuggur, ...	1	1865.	12	...	...	12	13
		Jansuth, .	1	1864	14	...	...	14	14
		Burhowa, ...	3	1864.	10	30	...	40	38
		Shamli, ...	2	1865	14	14	...	28	28
		Total, ...	7	...	50	44	...	94	93
	Saharunpore.	Saharunpore, ...	5	...	...	59	...	59	50
		Roorkee, ...	2	...	...	35	...	35	35
		Deobund, ...	6	...	55	57	...	112	96
		Nakoor, ..	5	...	...	87	...	87	70
		Total, ...	18	..	55	238	...	293	251
	Meerut.	Sirdhana, ...	11	1864.	333	24	...	357	341
		Hapore, ...	5	1864.	82	...	...	82	75
		Baghput, ...	6	1865.	95	.	...	95	89
		Total, ...	22	...	510	24	...	534	505
	Dehra Doon.	Dehra Doon, ...	2	1864	42	.	...	42	41
		Total, ...	2	...	42	...	...	42	41
	Bareilly.	Bareilly, ...	3	1864.	...	41	...	41	29
		Beesulpore, ...	1	1865.	...	30	...	30	25
		Shahi, ...	1	1864.	...	12	...	12	9
		Total, ...	5	...	...	83	...	83	63
	Bijnour.	Bijnour, ...	1	1865.	...	38	...	38	35
		Chandpore, ...	1	1865.	...	16	...	16	16
		Total, ...	2	.	...	54	...	54	51
	Budaon	Budaon, ...	3	1864.	...	59	...	59	61
		Dataganj, ...	1	1863.	..	20	...	20	20
		Sahswan, ...	2	1864.	50	...	...	50	50
		Gunnour, ...	8	1864	79	39	...	138	141
		Total, ...	14	...	129	138	...	267	272
	Moradabad.	Moradabad, ...	4	1864.	...	87	...	87	73
		Bilari, ...	2	1865.	12	14	...	26	22
		Hussenpore, ...	1	18 5.	12	. .	...	12	10
		Total, ...	7	...	24	101	...	125	105
	Shahjehanpore	Shahjehanpore, ...	8	1862.	104	...	...	104	108
		Jalalabad, ...	1	1865.	16	...	...	16	14
		Tilhur, ...	1	1865.	12	...	...	12	11
		Khotar, ...	2	1864.	52	16	...	68	61
		Pawain, ...	8		206	...	..	206	180
		Total, ...	20	..	390	16	...	406	374
		Grand Total, 1st Circle,	158	...	2,437	741	...	3,178	3,006

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling fees	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	10	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.										
							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	...	...	40	...	179 12 1	...	...	...
...	...	...	...	...	116	...	349 6 9	...	...	...
...	...	...	...	...	102	...	307 15 8	...	...	43 4 0
...	...	...	8	...	421	...	1,076 7 10	...	...	57 9 11
...	...	...	10	...	236	...	609 13 9	...	...	74 0 0
...	...	...	8	...	71	...	274 7 2	...	...	8 0 0
...	...	...	26	...	986	...	2,797 15 3	...	...	182 13 11
...	...	...	...	...	11	...	37 12 0	...	2 8 0	...
...	...	...	...	...	7	...	29 12 0	...	2 8 0	...
...	...	...	...	...	132	...	482 9 1	...	17 8 0	...
...	...	...	...	...	16	...	138 8 0	...	5 0 0	...
...	...	...	...	...	102	...	17 3 7	...	...	...
...	...	...	...	...	268	...	705 12 8	...	27 8 0	...
...	...	...	...	...	12	...	66 9 7	...	...	...
...	...	...	...	...	14	...	124 0 0	...	...	...
...	...	...	30	...	10	...	152 8 1	...	...	...
...	...	...	14	...	14	...	103 4 10	...	...	...
...	...	...	44	...	50	...	446 6 6	...	...	...
...	...	...	59	...	...	...	240 8 0	...	1 8 0	...
...	...	...	35	...	...	...	118 0 0	...	...	...
...	...	...	57	...	55	...	166 12 0	...	0 9 0	...
...	...	...	87	...	...	...	213 11 9	...	15 10 8	...
...	...	...	238	...	55	...	738 15 9	...	17 11 8	...
...	...	...	22	...	335	...	417 0 3	...	...	602 8 7
...	...	...	...	...	82	...	241 8 1	...	...	273 14 1
...	...	...	...	...	95	...	118 7 9	...	...	328 9 0
...	...	...	22	...	512	...	777 0 1	...	...	1,204 15 8
...	...	...	...	...	42	...	82 15 1		...	...
...	...	...	...	...	42	...	82 15 1	...	...	...
...	...	...	41	...	...	...	298 13 6	...	...	...
...	...	...	30	...	...	...	89 4 6	...	...	...
...	...	...	12	...	...	...	67 15 0	...	...	...
...	...	...	83	...	...	...	456 1 0	...	...	...
...	...	...	38	...	...	...	148 8 0	...	...	...
...	...	...	16	...	...	...	36 5 0	...	...	...
...	...	...	54	...	...	...	184 13 0	...	...	...
...	...	...	59	...	...	...	119 12 8	...	...	...
...	...	...	20	...	...	...	62 0 0	...	...	...
...	...	...	16	...	34	...	56 2 8	...	...	...
...	...	...	57	...	81	...	432 13 10	...	...	...
...	...	...	152	...	115	...	670 13 2	...	...	...
...	...	...	87	...	...	...	306 4 5	...	...	12 14 5
...	...	...	14	...	12	...	87 3 6	...	...	1 10 5
...	...	...	...	...	13	...	18 1 10	...	...	0 12 0
...	...	...	101	...	24	...	411 9 9	...	...	15 4 10
...	...	...	...	...	104	...	221 10 0	...	...	11 4 0
...	...	...	...	...	16	...	20 5 11	...	...	23 8 6
...	...	...	...	...	12	...	22 0 0	...	...	39 0 0
...	...	...	16	...	52	...	...	...	...	75 14 3
	...	...	...	...	206	...	494 1 9	...	...	52 14 0
...	...	...	16	...	390	...	758 1 8	...	...	202 8 3
...	...	...	736	...	2,442	...	8,030 7 11	...	45 3 8	1,605 11 2

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts.—(Concluded). Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2		2a.	3.	15.	16.	17.	18.
								1st CIRCLE, DEPARTMENT
							Rs. As. P.	Rs. As. P.
Female Schools.	Allygurh.	Allygurh, ...	2	...	...	...	...	179 12 1
		Khyr, ...	5	...	...	...	...	349 6 9
		Iglass, ...	7	...	...	...	...	351 3 8
		Hathras, ...	23	...	...	...	...	1,134 1 9
		Secundra Rao, ...	8	...	...	...	...	683 13 9
		Atrowli, ...	5	...	...	...	...	282 7 2
		Total, ...	50	...	...	...	...	2,980 13 2
	Boolundshahr.	Boolundshahr, ...	1	1866.	...	...	...	40 4 0
		Secundrabad, ...	1	1865.	...	...	...	32 4 0
		Anoopshahr, ...	7	1863.	20 0 0	...	...	520 1 1
		Khurja, ...	2	"	...	...	...	143 8 0
		Female Scholars in Boys' Schools, ...	...	...	...	...	...	17 3 7
		Total, ...	11	...	20 0 0	...	...	753 4 8
	Saharunpore. Moozuffernuggur	Moozuffernuggur, ...	1	1865.	...	...	...	66 9 7
		Jansuth, ...	1	1864.	...	...	...	124 0 0
		Burhowa, ...	3	"	...	...	...	152 8 1
		Shamli, ...	2	1865.	...	...	...	103 4 10
		Total, ...	7	...	...	...	...	446 6 6
		Saharunpore, ...	5	...	...	...	...	242 0 0
		Roorkee, ...	2	...	...	...	...	118 0 0
		Deobund, ...	6	...	...	...	...	167 5 0
		Nakoor, ...	5	...	...	...	...	229 6 5
		Total, ...	18	...	...	...	...	756 11 5
	Meerut.	Sirdhana, ...	11	1864.	...	...	...	1,019 8 10
		Hapore, ...	5	"	...	...	...	515 6 2
		Baghput, ...	6	1865.	...	...	...	447 0 9
		Total, ..	22	...	...	...	...	1,981 15 9
	Dehra Doon	Dehra Doon, ...	2	1864.	...	...	...	82 15 1
		Total, ...	2	...	...	...	...	82 15 1
	Bareilly.	Bareilly, ...	3	1864.	...	...	...	298 13 6
		Beesulpore, ...	1	1865.	...	...	...	89 4 6
		Shahi, ...	1	1864.	...	...	...	67 15 0
		Total, ...	5	...	...	...	...	456 1 0
	Bijnour.	Bijnour, ...	1	1865.	...	...	...	148 8 0
		Chandpore, ...	1	"	...	...	...	36 5 0
		Total, ...	2	...	...	...	...	184 13 0
	Budaon.	Budaon, ...	3	1864	...	...	...	119 12 8
		Datagunje, ...	1	1863.	...	...	...	62 0 0
		Sehswan, ...	2	1864.	...	...	...	56 2 8
		Gunnour, ...	8	"	...	...	...	432 13 10
		Total, ..	14	...	...	...	...	670 13 2
	Moradabad.	Moradabad, ...	4	1864.	...	...	...	319 2 10
		Bilari, ...	2	1865.	...	...	...	88 13 11
		Hussenpore, ..	1	"	...	...	...	18 13 10
		Total, ...	7	...	...	...	...	426 14 7
	Shahjehanpore.	Shahjehanpore, ...	8	1862.	...	...	...	232 14 0
		Jalalabad, ...	1	1865.	...	...	...	43 14 5
		Tilhur, ...	1	"	...	...	...	61 0 0
		Khotar, ...	2	"	...	...	...	75 14 3
		Pawain, ...	8	1864.	...	...	...	546 15 9
		Total, ...	20	...	...	..	...	960 10 5
		Grand Total, ...	158	...	20	...	...	9,701 6 9

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded*).							
Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
117 0 0	62 12 1	179 12 1	...	...	4 7 11	4 7 11	
282 0 0	67 6 9	349 6 9	...	...	3 0 2	3 0 2	
247 7 8	103 12 0	351 3 8	...	...	3 7 8	3 0 9	
972 11 1	161 6 8	1,134 1 9	...	...	2 11 11	2 9 8	
521 0 0	162 13 9	683 13 9	...	...	2 15 2	2 10 1	
203 0 0	79 7 2	282 7 2	...	...	3 8 6	3 6 11	
2,343 2 9	637 10 5	2,980 13 2	...	...	3 0 7	2 13 7	
24 0 0	16 4 0	40 4 0	...	...	3 10 7	3 6 11	
16 0 0	16 4 0	32 4 0	...	...	4 9 9	4 4 0	
386 13 10	133 3 3	520 1 1	...	...	3 14 7	3 10 1	
108 0 0	35 8 0	143 8 0	...	...	8 15 6	8 10 6	
16 9 7	0 10 0	17 3 7	...	...	0 2 8	0 2 8	
551 7 5	201 13 3	753 4 8	...	...	2 11 6	2 8 8	
55 1 7	11 8 0	66 9 7	...	...	5 2 0	5 2 0	
108 0 0	16 0 0	124 0 0	...	...	8 13 9	8 13 9	
117 11 7	34 12 6	152 8 1	...	...	4 0 3	4 0 3	
80 4 10	23 0 0	103 4 10	...	...	3 11 0	3 11 0	
361 2 0	85 4 6	446 6 6	...	...	4 12 3	4 12 3	
212 0 0	30 0 0	242 0 0	...	...	4 13 5	4 12 11	
108 0 0	10 0 0	118 0 0	...	...	3 5 11	3 5 11	
113 0 0	54 5 0	167 5 0	...	...	1 11 11	1 11 10	
207 6 5	22 0 0	229 6 5	...	...	3 4 5	3 0 10	
640 6 5	116 5 0	756 11 5	...	...	3 0 5	2 15 1	
899 3 10	120 5 0	1,019 8 10	...	...	2 15 10	1 3 7	
460 11 2	54 11 0	515 6 2	...	...	6 13 11	3 3 6	
381 7 9	65 9 0	447 0 9	...	...	5 0 4	1 5 4	
1,741 6 9	240 9 0	1,981 15 9	...	...	3 14 10	1 8 7	
73 7 3	9 7 10	82 15 1	...	...	2 0 4	2 0 4	
73 7 3	9 7 10	82 15 1	...	...	2 0 4	2 0 4	
252 10 3	46 3 3	298 13 6	...	...	10 4 11	10 4 11	
68 0 0	21 4 6	89 4 6	...	...	3 9 2	3 9 2	
60 0 0	7 15 0	67 15 0	...	...	7 8 9	7 8 9	
380 10 3	75 6 9	456 1 0	...	...	7 3 10	7 3 10	
95 8 0	53 0 0	148 8 0	...	...	4 3 4	4 3 11	
25 0 0	11 5 0	36 5 0	...	...	2 4 3	2 4 3	
120 8 0	64 5 0	184 13 0	...	...	3 10 0	3 10 0	
93 12 8	26 0 0	119 12 8	...	...	1 15 5	1 15 5	
60 0 0	2 0 0	62 0 0	...	...	3 1 7	3 1 7	
54 0 0	2 2 8	56 2 8	...	...	1 2 0	1 2 0	
365 5 5	67 8 5	432 13 10	...	...	3 1 1	3 1 1	
573 2 1	97 11 1	670 13 2	...	...	2 7 6	2 7 6	
236 11 0	82 7 10	319 2 10	...	...	4 5 11	4 3 2	
72 0 0	16 13 11	88 13 11	...	...	4 0 8	3 15 5	
16 10 4	2 3 6	18 13 10	...	...	1 14 0	1 13 0	
325 5 4	101 9 3	426 14 7	...	...	4 1 1	3 14 9	
174 0 0	58 14 0	232 [illegible] 0	...	...	2 2 6	2 0 10	
35 11 6	8 2 11	43 14 5	...	...	3 2 2	1 7 3	
55 0 0	6 0 0	61 0 0	...	...	5 8 9	2 0 0	
56 14 3	19 0 0	75 14 3	...	...	1 3 11	0 0 0	
442 14 0	104 1 9	546 15 9	...	...	3 0 7	2 11 11	
764 7 9	196 2 8	960 10 5	...	...	2 9 1	2 0 5	
7,875 2 0	1,826 4 9	9,701 6 9	..	...	3 3 7	2 10 8	

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5	6.	7.	8.
					2nd CIRCLE, DEPARTMENT				
Female Schools.	Agra.	Huzoor Tahsil, ...	24	Different dates.	333	67	3	403	265 75
		Eradutnuggur, ...	3		38	...	...	38	28·01
		Futtehabad, ...	18		330	2	...	332	205·11
		Etmadpore, ...	10		160	...	...	160	130 55
		Ferozabad, ...	12		194	...	...	196	166 75
		Bah Pinahut, ...	11		200	...	...	200	149·25
		Kheragurh, ...	7		131	5	...	136	101·89
		Futtehpore Sicri ...	10		151	...	...	151	118·69
		Furreh, ...	15		301	3	...	304	221 87
		Total, ...	110		1,838	79	3	1,920	1,387·87
	Cawnpore.	Jajmow, ...	4	Different dates	59	...	...	59	51 62
		Sar Salempore, ...	2		39	...	...	39	32·27
		Ghatampore, ...	1		15	...	...	15	13·42
		Bilhour, ...	13		160	...	...	160	144·73
		Sheorajpore, ...	1		10	...	...	10	10·00
		Sheoli, ...	8		115	...	...	115	109 25
		Bithoor, ...	1		13	...	...	13	11 24
		Rusoolabad, ...	8		117	1	...	118	102·97
		Akberpore, ...	5		77	...	...	77	69·38
		Derapore, ...	6		96	...	...	96	82·66
		Secundra, ...	1		13	...	..	13	11 04
		Total, ...	50		714	1	...	715	638·58
	Etah	Etah, ...	3	Different dates.	60	...	...	60	58·5
		Aligunje, ..	3		62	...	...	62	59 5
		Kasgunje, ...	2		45	1	...	46	44·25
		Total, ...	8		167	1	...	168	162·25
	Etawah	Etawah, ...	5	Different dates.	65	...	...	65	60·17
		Dalailnuggur, ...	2		28	...	...	28	22·99
		Total, ...	7		93	...	...	93	83·16
	Furruckabad.	Furruckabad, ...	5	Different dates.	75	59	...	134	107·8
		Kuaimgunje, ...	3		...	63	...	63	56·44
		Tirwa, ..	1		17	...	...	17	14·81
		Total, ...	9		92	122	..	214	179 05
	Humeerpore	Jeitpore, ...	1	Different dates	...	...	...	...	13
		Humeerpore, ...	1		...	...	...	...	4
		Mahoba, ...	1		13	1	...	14	21
		Total, ...	3		13	1	...	14	38
	Jaloun.	Konch, ...	1	1st February, 1866,	...	20	...	20	20
		Total, ...	1		...	20	...	20	20
	Lullutpore.	Lullutpore, ...	1	8th January, 1866,	...	...	...	...	14
		Total, ...	1		...	...	...	...	14
	Muttra	Huzoor Tahsil, ...	1	Different dates	18	...	...	18	16
		Areeng, ...	2		40	...	...	40	26
		Chatai, ...	2		69	...	...	69	57
		Kosie, ...	1		20	...	...	20	14
		Nowjbeel, ...	5		98	1	...	99	66
		Mahabun, ...	2		32	...	...	32	24
		Sadabad, ...	5		105	...	...	105	100
		Jalesur, ...	3		50	1	...	51	45
		Total, ..	21		432	2	...	434	348
	Mynpoory	Mynpoory, ...	5	Different dates	106	...	...	106	86 66
		Kurhul, ...	2		25	7	...	32	32·
		Bhowgaon, ...	22		405	...	...	405	404
		Mustafabad,	12		201	...	...	201	186
		Shekoabad,	3		47	...	...	47	51
		Total, ...	44	..	784	7	...	791	759·66
		Grand Total, 2nd Circle,	252	..	4,133	233	...	4,369	3,630·57

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Conted*).							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	70	...	333	...	1,430 4 4	...	...	310 12 6
...	...	...	...	...	38	...	48 0 0	...	...	12 13 11
...	...	...	...	...	332	...	969 0 1	...	...	81 3 6
...	...	...	...	...	160	...	421 5 8	...	...	245 1 10
...	...	...	...	...	196	...	481 13 5	...	...	165 4 11
...	...	...	...	...	200	...	476 0 5	...	...	7 10 5
...	...	...	...	...	136	...	225 13 2	...	...	12 13 11
...	...	...	...	...	151	...	910 12 7	...	...	32 0 2
...	...	...	...	...	304	...	893 9 3	...	...	177 13 9
...	...	...	70	...	1,850	...	5,856 10 11	...	...	1,045 10 11
...	...	...	...	...	59	...	101 9 4	...	...	...
...	...	...	...	...	39	...	34 5 8	...	...	...
...	...	...	...	...	15	...	...	...	...	...
...	...	...	...	...	160	...	29 5 6	...	...	...
...	...	...	...	...	10	...	...	...	...	...
...	...	...	...	...	115	...	1 14 0	...	...	...
...	...	...	...	...	13	...	1 0 0	...	...	...
...	...	...	...	...	118	...	146 11 5	...	...	...
...	...	...	...	...	77	...	61 3 0	...	...	...
...	...	...	...	...	96	...	30 3 4	...	...	...
...	...	...	...	...	13	...	0 3 0	...	...	...
...	...	...	...	...	715	...	406 7 3	...	...	...
...	...	...	...	...	60	...	189 9 10	...	...	...
...	...	...	...	...	62	...	58 0 0	...	...	132 0 0
...	...	...	...	...	46	...	135 0 0	...	...	36 6 10
...	...	...	...	...	168	...	382 9 10	...	...	168 6 10
...	...	...	...	...	65	...	210 7 11	...	...	6 1 6
...	...	...	...	...	28	...	156 0 0	...	...	...
...	...	...	...	...	93	...	366 7 11	...	...	6 1 6
...	...	...	16	...	118	...	500 0 0	...	...	...
...	...	...	51	...	12	...	170 6 6	...	...	...
...	...	...	...	...	17	...	57 4 9	...	...	...
...	...	...	67	...	147	...	727 11 3	...	...	...
...	...	...	...	...	...	...	25 0 0	...	...	...
...	...	...	...	...	...	...	7 0 0	...	...	...
...	...	...	...	...	14	...	60 9 3	...	...	...
...	...	...	...	...	14	...	92 9 3	...	...	...
...	...	...	20	...	...	...	46 12 0	...	44 12 0	0 8 0
...	...	...	20	...	...	...	46 12 0	...	44 12 0	0 8 0
...	...	...	...	...	...	...	40 15 6	...	...	...
...	...	...	...	...	...	...	40 15 6	...	...	...
...	...	...	...	...	18	...	107 0 0	...	...	...
...	...	...	...	...	40	...	133 9 9	...	...	...
...	...	...	...	...	69	...	96 8 2	...	...	...
...	...	...	...	...	20	...	28 9 9	...	...	...
...	...	...	...	...	99	...	382 10 1	...	...	...
...	...	...	...	...	32	...	131 9 9	...	...	...
...	...	...	...	...	105	...	375 1 11	...	...	...
...	...	...	...	...	51	...	203 9 9	...	...	...
...	...	...	...	...	434	...	1,458 11 2	...	...	...
...	...	...	...	...	106	...	302 2 5	...	...	32 7 2
...	...	...	7	...	25	...	108 0 9	...	...	32 7 2
...	...	...	...	...	405	...	1,486 5 5	...	...	32 7 3
...	...	...	...	...	201	...	563 7 6	...	...	32 9 9
...	...	...	...	...	47	...	96 0 0	...	...	32 7 3
...	...	...	7	...	784	...	2,556 0 1	...	...	162 6 7
...	...	...	124	...	4,205	...	11,934 15 2	...	44 12 0	1,383 1 10

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TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts.—(Concluded). Fees, Fines, &c.	Receipts.—(Concluded). Sale of Books.	Receipts.—(Concluded). Other sources.	Receipts.—(Concluded). Total.
1.	2.		2a.	3.	15.	16.	17.	18.
							2ND CIRCLE, DEPARTMENT Rs. As. P.	Rs As. P.
Female Schools.	Agra.	Huzoor Tahsil, ...	24	Different dates.	...	...	...	1,741 0 10
		Eradutnuggur,	3		...	...	...	60 13 11
		Futtehabad, ...	18		...	...	...	1,050 3 7
		Etmadpore, ...	10		...	...	...	666 7 6
		Ferozabad, ...	12		...	...	...	647 2 4
		Bah Pinahut, ...	11		...	...	...	483 10 10
		Kheragurh, ...	7		...	...	...	238 11 1
		Futtehpore Sicri, ...	10		...	...	...	942 12 9
		Furreh, ...	15		...	...	...	1,071 7 0
		Total, ...	110		...	...	...	6,902 5 10
	Cawnpore.	Jajmow, ...	4	Different dates.	...	...	8 0 0	109 9 4
		Sar Salempore, ...	2		...	...	3 0 0	37 5 8
		Ghatampore, ...	1		...	...	2 0 0	2 0 0
		Bilhour, ...	13		...	...	31 0 0	60 5 6
		Sheorajpore, ...	1		...	...	1 0 0	1 0 0
		Sheoli, ...	8		...	...	12 0 0	13 14 0
		Bithoor, ...	1		...	...	5 0 0	6 0 0
		Rusoolabad, ...	8		...	...	18 0 0	164 11 5
		Akberpore, ...	5		...	...	18 8 0	79 11 0
		Derapore, ...	6		...	...	28 0 0	58 3 4
		Secundra, ...	1		...	...	2 4 0	2 7 0
		Total, ...	50		...	...	128 12 0	535 3 3
	Etah.	Etah, ...	3	Different dates.	...	...	3 4 0	192 13 10
		Aligunje, ...	3		...	...	1 0 0	191 0 0
		Kasgunje, ...	2		...	...	4 0 0	175 6 10
		Total, ...	8		...	...	8 4 0	559 4 8
	Etawah.	Etawah, ...	5	Different dates.	...	...	...	216 9 5
		Dalailnuggur, ...	2		...	...	...	156 0 0
		Total, ...	7		...	...	...	372 9 5
	Furruckabad.	Furruckabad, ...	5	Different dates.	...	...	...	500 0 0
		Kuaimgunje, ...	3		...	...	...	170 6 6
		Tirwa, ...	1		...	...	...	57 4 9
		Total, ...	9		...	...	...	727 11 3
	Humeerpore.	Jeitpore, ...	1	Different dates.	...	...	...	25 0 0
		Humeerpore, ...	1		...	...	...	7 0 0
		Mahoba, ...	1		...	...	...	60 9 3
		Total, ...	3		...	...	...	92 9 3
	Jaloun.	Konch, ...	1	1st February, 1866.	...	...	...	92 0 0
		Total, ...	1		...	...	...	92 0 0
	Lullutpore.	Lullutpore, ...	1	8th January, 1866.	...	...	...	40 15 6
		Total, ...	1		...	...	...	40 15 6
	Muttra.	Huzoor Tahsil, ...	1	Different dates.	...	...	...	107 0 0
		Areeng, ...	2		...	...	...	133 9 9
		Chatai, ...	2		...	...	...	96 8 2
		Kosie, ...	1		...	...	...	28 9 9
		Nowjheel, ...	5		...	...	...	382 10 1
		Mahabun, ...	2		...	...	...	131 9 9
		Sadabad, ...	5		...	...	...	375 1 11
		Jaleisur, ...	3		...	...	...	203 9 9
		Total, ...	21		...	...	...	1,458 11 2
	Mynpoory.	Mynpoory, ...	5	Different dates.	...	...	...	334 9 7
		Kurhul, ...	2		...	...	...	140 7 11
		Bhowgaon, ...	22		...	...	...	1,518 12 8
		Mustafabad, ..	12		...	...	...	596 1 3
		Shekoabad, ..	3		...	...	...	128 7 3
		Total, ...	44	...	...	...	...	2,718 6 8
		Grand Total, 2nd Circle, ...	252	...	...	...	137 0 0	13,499 13 0

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N-W. P.—(*Concluded*).							
Rs. As. P.	Rs. As. P.	Rs As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,713 4 11	27 11 11	1,741 0 10	...	...	6 8 10	5 6 2	
48 0 0	12 13 11	60 13 11	...	...	2 2 9	1 11 5	
965 1 0	85 2 7	1,050 3 7	...	...	5 1 11	4 11 7	
628 12 5	37 11 1	666 7 6	...	...	5 1 8	3 3 8	
623 13 5	23 4 11	647 2 4	...	...	3 13 1	2 14 3	
476 0 5	7 10 5	483 10 10	...	...	3 3 9	3 3 0	
225 13 2	12 13 11	238 11 1	...	...	2 5 6	2 3 5	
910 4 4	32 8 5	942 12 9	...	...	7 15 1	7 10 11	
1,047 5 7	24 1 5	1,071 7 0	...	...	4 13 4	4 0 5	
6,696 13 2	225 8 8	6,902 5 10	...	...	4 15 6	4 3 6	
165 5 3	8 11 6	174 0 9	...	64 7 5	3 5 11	1 15 6	
55 2 6	3 0 0	58 2 6	...	20 12 10	1 12 10	1 1 0	
95 11 10	2 0 0	97 11 10	...	95 11 10	7 4 9	...	
125 2 4	31 9 0	156 11 4	...	96 5 10	1 1 4	0 3 3	
...	1 0 0	1 0 0	...	...	0 1 7	...	
173 1 9	13 14 0	186 15 9	...	173 1 9	1 11 5	0 0 3	
31 7 3	6 0 0	37 7 3	...	31 7 3	3 6 2	0 1 5	
199 12 6	20 0 6	219 13 0	...	55 1 7	2 2 4	1 6 9	
162 5 4	19 11 0	182 0 4	...	102 5 4	2 9 2	0 14 1	
206 2 4	28 14 0	235 0 4	...	176 13 0	2 13 6	0 5 10	
44 0 6	2 7 0	46 7 6	...	44 0 6	4 3 4	0 0 3	
1,258 3 7	137 3 0	1,395 6 7	...	860 3 4	2 2 10	0 10 2	
186 9 10	6 4 0	192 13 10	...	...	3 4 9	3 3 10	
188 6 0	3 0 0	191 0 0	...	...	3 3 4	0 15 7	
168 0 10	7 0 0	175 6 10	...	...	3 15 5	3 0 10	
543 0 8	16 4 0	559 4 8	...	...	3 7 2	2 5 9	
210 7 11	6 1 6	216 9 5	...	...	3 9 7	3 7 11	
156 0 0	...	156 0 0	...	...	6 12 2	6 12 2	
366 7 11	6 1 6	372 9 5	...	...	4 7 11	4 6 6	
422 0 0	78 0 0	500 0 0	...	...	4 10 3	4 10 3	
155 5 4	15 1 2	170 6 6	...	..	3 3 0	3 3 0	
49 0 0	8 4 9	57 4 9	...	...	5 13 7	3 13 7	
626 5 4	101 5 11	727 11 3	...	...	4 1 1	4 1 1	
25 0 0	...	25 0 0	...	...	1 14 9	1 14 9	
7 0 0	...	7 0 0	...	...	1 12 0	1 12 0	
60 9 3	...	60 9 3	...	...	2 14 2	2 14 2	
92 9 3	...	92 9 3	...	...	2 7 0	2 7 0	
74 0 0	18 0 0	92 0 0	...	...	4 9 7	2 5 5	
74 0 0	18 0 0	92 0 0	...	...	4 9 7	2 5 5	
40 15 6	...	40 15 6	...	...	2 14 10	2 14 10	
40 15 6	...	40 15 6	...	...	2 14 10	2 14 10	
105 0 0	2 0 0	107 0 0	...	...	6 11 0	6 11 0	
126 0 0	7 9 9	133 9 9	...	...	5 2 2	5 2 2	
89 14 5	6 9 9	96 8 2	...	...	1 11 1	1 11 1	
25 0 0	3 9 9	28 9 9	...	...	2 0 8	2 0 8	
375 6 7	7 3 6	382 10 1	...	...	5 12 1	5 12 1	
126 0 0	5 9 9	131 9 9	...	...	5 7 9	5 7 9	
365 4 8	9 13 3	375 1 11	...	...	3 12 0	3 12 0	
201 0 0	2 9 9	203 9 9	...	..	4 8 5	4 8 5	
1,413 7 8	45 1 6	1,458 11 2	...	...	4 3 1	4 3 1	
302 2 5	32 7 2	334 9 7	...	...	3 13 8	3 7 9	
108 0 9	32 7 2	140 7 11	...	...	4 6 3	3 6 0	
1,475 5 5	43 7 3	1,518 12 8	...	...	3 12 2	3 10 10	
563 7 6	32 9 9	596 1 3	...	...	3 3 3	3 0 6	
96 0 0	32 7 3	128 7 3	...	...	3 8 4	1 14 1	
2,545 0 1	173 6 7	2,718 6 8	...	...	3 9 3	3 5 10	
13,637 1 2	722 15 2	14,360 0 4	...	860 3 4	3 15 3	3 4 7	

APPEN

TABLE No. 3 B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
					3RD CIRCLE, DEPARTMENT				
Female Schools	Allahabad	Phoolpore, ...	4	Different dates.	...	63	...	63	51 59
		Chail, ...	1		...	8	...	8	5 19
		Total, ...	5	..	...	71	..	71	56·78
	Banda.	Angasi, ...	1	Different dates	...	12	...	12	8·04
		Banda, ...	3		...	39	...	39	36·82
		Sehonda, ...	1		...	12	...	12	9 39
		Tirahooan, ...	1		...	12	...	12	9
		Total, ...	6	...	...	75	...	75	63 25
	Benares.	Chandowli, ...	3	Different dates.	47	...	...	47	33 85
		Huzoor Tahsil, ...	6		108	2	...	110	64·37
		Total, ...	9	...	155	2	...	157	98·22
	Bustee.	Bansi, ...	3	Different dates	30	19	...	49	27·66
		Huzoor Tahsil, ...	7		70	55	...	125	77·01
		Harya, ...	...		...	...	...	...	...
		Khalilabad, ...	...		...	...	...	...	...
		Total, ...	10	...	100	74	...	174	104 67
	Futtehpore	Huzoor Tahsil, ...	3	Different dates	31	...	...	31	21·1
		Khaga, ...	2		16	6	...	22	13 03
		Khukrera, ...	1		12	...	...	12	10 12
		Kulyanpore, ...	1		6	...	...	6	5·85
		Kora, ...	2		22	...	...	22	12·45
		Total, ..	9	...	87	6	...	93	62 55
	Ghazeepore.	Ghazeepore, ...	3	Different dates	60	...	...	60	46 52
		Sydpore, ...	2		40	10	...	50	41·34
		Zamania, ...	3		48	...	...	48	41 28
		Mahomedabad, ...	2		49	...	...	49	45 11
		Bullia, ...	4		48	...	...	48	42 25
		Rusra, ...	...		...	...	...	...	...
		Total, ...	14	...	245	10	...	255	216 50
	Goruckpore.	Bansgaon, ...	5	Different dates	118	...	...	118	81·93
		Dewreria, ...	8		100	35	...	135	85 68
		Huzoor Tahsil, ...	...		...	...	...	...	...
		Monsoorgunj, ...	...		...	...	...	...	...
		Pudrawana, ...	2		37	4	...	41	23·19
		Total, ...	15	...	255	39	...	294	190·8
	Jounpore.	Jounpore, ...	3	Different dates.	24	...	...	24	22·58
		Kothan, ...	3		27	10	...	37	31 38
		Kirakut, ...	1		9	...	...	9	5 91
		Muchlishuhur, ...	2		...	22	...	22	29 02
		Mundiahooa, ...	4		35	41	...	76	58·56
		Total, ...	13	..	95	73	...	168	147 45
	Mirzapore	Chunar, ...	3	1865.	70	...	...	70	54·11
		Huzoor Tahsil, ...	3	"	47	...	...	47	40 16
		Robertsgunj, ...	...	"	...	...	...	...	...
		Total, ...	6		117	...	...	117	94·27
		Grand Total, 3rd Circle,...	87	...	1,054	350	...	1,404	1,036·44
		GRAND TOTAL,	497	...	7,624	1,324	3	8,951	7,673 01

D·I X F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).— *Continued.*

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—*(Contd).*										
							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	63	...	...	...	175 0 0	...	46 0 0	...
...	...	...	8	...	...	...	...	...	112 0 0	...
...	...	...	71	...	...	...	175 0 0	...	158 0 0	...
...	4	...	12	...	...	...	...	...	60 0 0	...
...	19	...	39	...	...	...	...	...	180 0 0	...
...	4	...	12	...	...	...	...	...	60 0 0	...
...	...	...	12	...	...	...	...	...	55 0 0	...
...	27	...	75	...	...	...	...	...	355 0 0	...
...	...	...	...	...	47	...	57 0 0	...	149 0 0	6 0 0
...	...	...	...	23	87	...	328 0 0	...	51 0 0	102 0 0
...	...	...	...	23	134	...	385 0 0	...	200 0 0	108 0 0
...	...	10	10	...	39	...	1 8 0	...	5,028 2 6	...
...	...	...	...	...	125	...	3 8 0	...	...	...
...	...	...	...	...	...	...	...	...	4,393 1 3	...
...	...	...	...	...	...	...	...	...	4,425 14 6	...
...	...	10	10	...	164	...	5 0 0	...	13,847 2 3	...
...	...	...	...	...	31	...	72 0 0	...	40 8 0	...
...	...	...	8	...	22	...	...	...	54 0 0	...
...	...	...	...	...	12	...	12 0 0	...	32 0 0	...
...	...	...	...	...	6	...	...	...	4 8 0	...
...	...	...	...	...	22	...	...	...	54 0 0	...
...	...	...	8	...	93	...	84 0 0	...	185 0 0	...
...	...	...	...	...	60	...	6 0 0	...	158 0 0	...
...	...	...	...	...	50	...	10 0 0	...	143 10 8	...
...	...	...	...	...	48	...	12 0 0	...	165 5 1	...
...	...	...	...	...	49	...	14 0 0	...	164 0 0	...
...	...	...	...	...	48	...	14 0 0	...	129 0 0	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	255	...	56 0 0	...	759 15 9	...
...	...	...	...	...	118	...	3 0 0	...	2,302 2 5	...
...	...	6	29	...	100	...	6 0 0	...	4,790 8 9	...
...	...	...	...	...	...	...	...	...	1,059 15 8	...
...	...	...	...	...	...	...	...	...	1,684 14 7	...
...	...	...	...	...	41	...	1 0 0	...	3,193 2 0	...
...	...	6	29	...	259	...	10 0 0	...	13,030 11 5	...
...	...	...	...	...	24	...	...	...	1,399 12 3	...
...	...	...	23	...	14	...	2 8 6	...	1,308 15 6	...
...	...	...	...	...	9	...	...	...	562 4 3	...
...	...	...	22	...	...	...	6 14 6	...	1,423 4 0	...
...	...	...	41	...	35	...	8 15 0	...	1,564 14 6	...
...	...	...	86	...	82	...	18 6 0	...	6,259 2 6	...
...	...	...	...	...	70	...	...	...	120 0 0	12 0 0
...	...	...	...	...	47	...	...	...	144 0 0	18 0 0
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	117	...	...	...	264 0 0	30 0 0
...	27	16	279	23	1,104	...	733 6 0	...	35,048 15 11	138 0 0
...	33	16	1,139	23	7,751	...	20,698 13 1	...	35,138 15 7	3,126 13 0

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts.—Concluded. Fees, Fines, &c.	Receipts.—Concluded. Sale of Books.	Receipts.—Concluded. Other Sources.	Receipts.—Concluded. Total.
1.	2.		2a.	3.	15.	16.	17.	18.
								3RD CIRCLE, DEPARTMENT
							Rs. As P.	Rs As P.
Female Schools	Allahabad	Phoolpore, ...	4	Different dates.	...	...	6 12 0	227 12 0
		Chail, ...	1		...	...	5 11 0	117 11 0
		Total, ...	5	...	...	...	12 7 0	345 7 0
	Banda.	Augasi, ...	1	Different dates	...	...	...	60 0 0
		Banda, ...	3		...	...	...	180 0 0
		Sehonda, ...	1		...	...	...	60 0 0
		Tirahooan, ...	1		...	...	...	55 0 0
		Total, ...	6	...	...	...	...	355 0 0
	Benares.	Chandowli, ...	3	Different dates.	...	...	...	212 0 0
		Huzoor Tahsil, ...	6		...	...	...	481 0 0
		Total, ...	9	...	...	...	...	693 0 0
	Bustee.	Bansi, ...	3	Different dates.	...	...	...	5,029 10 6
		Huzoor Tahsil, ...	7		...	...	...	3 8 0
		Harya, ...	...		...	...	...	4,393 1 3
		Khalilabad, ...	...		...	...	...	4,425 14 6
		Total, ...	10	...	...	...	...	13,852 2 3
	Futtehpore.	Huzoor Tahsil, ...	3	Different dates.	...	...	...	112 8 0
		Khaga, ...	2		...	...	...	54 0 0
		Khukrera, ...	1		...	...	..	44 0 0
		Kulyanpore, ...	1		...	...	...	4 8 0
		Kora, ...	2		...	...	...	54 0 0
		Total, ..	9	...	...	...	...	269 0 0
	Ghazeepore.	Ghazeepore, ...	3	Different dates.	...	...	...	164 0 0
		Sydpore, ...	2		...	...	...	153 10 8
		Zamania, ...	3		...	...	...	177 5 1
		Mahomedabad, ...	2		...	...	...	178 0 0
		Bullia, ...	4		...	...	...	143 0 0
		Rusra, ...	...		...	...	...	...
		Total, ...	14	...	...	...	...	815 15 9
	Goruckpore	Bansgaon, ...	5	Different dates.	...	...	...	2,305 2 5
		Dewreria, ...	8		...	...	...	4,796 8 9
		Huzoor Tahsil, ...	...		...	...	...	1,059 15 8
		Monsoorgunj, ...	...		...	...	...	1,684 14 7
		Pudrawana, ...	2		...	...	...	3,194 2 0
		Total, ...	15	...	...	...	...	13,040 11 5
	Jounpore.	Jounpore, ...	3	Different dates.	...	...	...	1,399 12 3
		Kothan, ...	3		...	...	...	1,311 8 0
		Kirakut, ...	1		...	...	...	562 4 3
		Muchlishuhur, ...	2		...	...	...	1,430 2 6
		Mundiahoon, ...	4		...	...	...	1,573 13 6
		Total, ...	13	...	...	...	...	6,277 8 6
	Mirzapore.	Chunar, ...	3	1865.	...	..	...	132 0 0
		Huzoor Tahsil, ...	3	"	...	...	...	162 0 0
		Robertsgunj, ...	...	"	...	...	...	...
		Total, ...	6	...	...	...	...	294 0 0
		Grand Total, 3rd Circle,...	87	...	...	...	12 7 0	35,9[illegible] 12 1
		GRAND TOTAL,	497	...	20	...	149 7 0	59,134 0 8

Office of Director of Public Instruction, N.-W. Provinces:
Camp Mussoorie, the 10th July, 1866.

DIX F.

General Education, for the year 1865-66.

LOWER CLASS (FEMALE SCHOOLS).—*Concluded*

Charges			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
221 0 0	6 12 0	227 12 0	...	...	4 7 2	3 6 3	
60 0 0	57 11 0	117 11 0	...	...	22 10 6	...	
281 0 0	64 7 0	345 7 0	...	...	6 1 3	3 1 3	
60 0 0	...	60 0 0	...	...	7 8 0	...	
180 0 0	...	180 0 0	...	...	4 13 0	...	
60 0 0	...	60 0 0	...	...	6 6 2	...	
55 0 0	...	55 0 0	...	...	6 1 9	...	
355 0 0	...	355 0 0	...	...	5 9 0	...	
144 0 0	68 0 0	212 0 0	...	...	6 4 4	1 11 2	
387 0 0	94 0 0	481 0 0	...	...	7 7 7	5 1 6	
531 0 0	162 0 0	693 0 0	...	...	7 0 11	3 12 5	
61 13 9	7 8 0	69 5 9	4,960 4 9	...	2 8 5	0 0 10	
270 12 0	10 8 0	281 4 0	...	277 12 0	3 10 4	0 0 9	
...	...	...	4,393 1 3	...	...	...	
	...	...	4,425 14 6	...	...	...	
332 9 9	18 0 0	350 9 9	13,779 4 6	277 12 0	3 7 5	0 0 8	
112 8 0	...	112 8 0	...	...	5 5 0	3 6 7	
54 0 0	...	54 0 0	...	...	4 2 4	...	
44 0 0	...	44 0 0	...	...	4 7 2	1 3 0	
4 8 0	...	4 8 0	...	...	0 14 4	...	
54 0 0	...	54 0 0	...	...	4 5 5	...	
269 0 0	...	269 0 0	...	..	4 3 0	1 4 11	
158 0 0	6 0 0	164 0 0	...	...	2 10 2	0 1 7	
143 10 8	10 0 0	153 10 8	...	...	2 13 9	0 3 2	
165 5 1	12 0 0	177 5 1	...	...	3 7 1	0 4 0	
164 0 0	14 0 0	178 0 0	...	...	3 5 7	0 4 5	
129 0 0	14 0 0	143 0 0	...	...	2 10 1	0 4 8	
...	...	...	...	...	...	...	
759 15 9	56 0 0	815 15 9	...	...	2 15 8	0 3 4	
85 0 0	3 0 0	88 0 0	2,217 2 5	...	1 1 1	0 0 7	
137 0 0	15 8 0	152 8 0	4,644 0 9	...	1 12 7	0 1 1	
...	...	...	1,059 15 8	...	...	...	
...	...	...	1,684 14 7	...	...	...	
28 0 0	4 8 0	32 8 0	3,161 10 0	...	1 6 8	0 0 8	
250 0 0	23 0 0	273 0 0	12,767 11 5	...	1 6 10	0 0 10	
141 7 2	9 12 0	151 3 2	1,248 9 1	...	6 11 0	...	
139 11 2	9 12 0	149 7 2	1,162 0 10	...	4 12 0	0 0 1	
26 3 1	3 4 0	29 7 1	532 13 2	...	4 14 6	...	
108 12 8	6 8 0	115 4 8	1,314 13 10	...	3 15 4	0 3 4	
160 8 9	13 0 0	173 8 9	1,400 4 9	...	2 15 3	0 2 2	
576 10 10	42 4 0	618 14 10	5,658 9 8	...	4 0 3	0 1 11	
120 0 0	12 0 0	132 0 0	...	...	2 7 2	...	
144 0 0	18 0 0	162 0 0	...	...	4 6 6	...	
...	...	...	...	...	...	...	
264 0 0	30 0 0	294 0 0	...	...	3 1 10	...	
3,619 4 4	395 11 0	4,014 15 4	32,195 9 7	277 12 0	3 13 11¾	0 1 3¾	
25,137 7 6	2,944 14 11	28,076 6 5	32,195 9 7	1,137 15 4	7 11 4	2 11 2	

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 4.—I. *Institutions for General Education, for the year* 1865-66.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengalee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Jay Narain's College and Free School, ...	Benares,	1817,	364	70	12	446	367	289	...	...	119	48	113	90	annas 1 to 4	6,033 0 0	2,533 0 0	...	135 0 0
St. John's College, ...	Agra, ...	1853,	241	105	33	379	304	379	53	48	259	2	37	...	4 ans. to 3 Rs.	4,800 0 0	485 0 0	...	1,018 0 0
St. Peter's College, ...	Ditto, ...	1846,	1	...	58	59	59	59	...	...	59	...	...	...	18 Rs.	1,500 0 0	...	...	...
Victoria College, ...	Ditto, ...	1862,	267	34	4	305	276	32	26	64	98	29	77	...	4 ans. to 3 Rs.	6,000 0 0	65 0 0	1,810 0 0	950 0 0
			873	209	107	1,189	1,006	759	79	112	535	79	227	90	1 an. to 18 Rs.	18,333 0 0	3,083 0 0	1,810 0 0	2,103 0 0

APPENDIX No. F.

TABLE No. 4 I—*Institutions for General Education, for the year* 1865-66.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over charges.	Excess of charges over Receipts.	Annual cost of Educating each pupil. Total cost.	Annual cost of Educating each pupil. Cost to Government.	Remarks.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Jay Narain's College and Free School, ...	Benares,	1817,	758 14 0	139 7 9	6,663 15 0	16,263 4 9	15,168 0 0	1,340 6 0	16,508 6 0	...	245 1 3	44 15 8	17 15 3	
St. John's College, ...	Agra, ...	1853,	1,780 0 0	747 0 0	6,510 0 0	15,340 0 0	16,020 0 0	...	16,020 0 0	...	680 0 0	52 8 8	17 12 0	
St. Peter's College, ...	Ditto, ...	1846,	8,416 10 8	...	...	9,916 10 8	10,356 7 2	...	10,356 7 2	...	439 12 6	175 8 4	25 6 9	
Victoria College, ...	Ditto, ...	1862,	1,166 8 0	107 8 0	2,383 4 0	13,482 4 0	10,860 0 0	1,285 8 0	12,145 8 0	336 12 0	...	44 0 1	21 11 10	
			12,122 0 8	993 15 9	15,557 3 0	54,002 3 5	52,404 7 2	2,625 14 0	55,030 5 2	336 12 0	1,364 13 9	54 11 3	18 3 7	

OFFICE OF DIRECTOR PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
Mission School (Secundra), Church of England Mission,	Agra, ...	1861, ...	...	...	344	344	272	53	...
Mofid-Am School, ...	Agra, ...	1858, ...	138	13	...	151	126	141	...
Mission School (Chunar), ...	Benares, ...	1820, ...	160	29	4	193	144	47	...
High School Diocesan B. of Education,	Allahabad, ...	1861, ...	...	...	117	117	97	117	...
Mission (boys') School, C. of England, ...	Azimgurh, ...	1840, ...	208	46	1	255	170	225	...
Ditto London Mission,	Almorah, ...	1850, ...	102	4	3	109	92	109	...
Six Branch Schools, M. Committee, ...	Bareilly, ...	1864 and 1865,	356	128	3	487	407	467	...
Mission School, American, ...	Bijnour, ...	1859, ...	65	35	2	102	46	83	2
Christ Church School, S. P. G., ...	Cawnpore, ...	1859, ...	1[illegible]	55	21	275	240	275	...
Generalgunje Mission School, S.P.G., ...	Ditto, ...	...	119	36	30	185	154·37	185	...
Mission Orphan School, S. P. G., ...	Ditto, ...	...	...	...	121	121	115	121	...
Mission School, American, ...	Dehra Doon, ...	1851, ...	123	22	12	157	130	159	...
City High School, American, ...	Furruckabad, ...	1839, ...	195	75	11	281	250	101	...
Rekha Mission School, American, ...	Futtehgurh, ...	1847, ...	82	6	41	129	87	102	...
Mission School, German, ...	Ghazeepore, ...	1853, ...	319	62	19	400	280	400	...
Ditto Church of England, ...	Goruckpore, ...	1864, ...	166	33	22	221	162	85	...
Ditto ditto, ...	Muthra, ...	1860, ...	67	5	3	75	63	73	...
A V. School, Victoria branch, ...	Ditto, ...	1865, ...	83	7	...	90	81	90	5
M. School, Church of England, ...	Meerut, ...	1851, ...	119	26	19	164	140	137	...
Ditto ditto, ...	Jounpore, ...	1863, ...	151	46	...	197	180·67	112	...
Ditto American, ...	Mynpoorie, ...	1843, ...	166	22	5	193	164·83	76	...
Ditto ditto, ...	Moradabad, ...	1861, ...	120	47	8	175	140	153	...
Subscription School,	Ditto, ...	1863, ...	99	54	2	155	135	155	...
Ditto ditto, ...	Boolundshuhur, ..	Different dates,...	142	17	...	159	137	123	...
M. School, Church of England, ...	Mirzapore, ...	1864, ...	100	79	5	184	158	73	...
Subscription School,	Ditto, ...	1864, ...	261	65	...	326	268·55	169	27
M. School, American,	Nynee Tal, ...	1864, ...	168	2	...	170	86	10	...
Ditto Church of England, ...	Roorkee, ...	1856, ...	72	17	13	102	90	102	...
Ditto American, ...	Shahjehanpore, ...	1860, ...	44	121	...	165	105	67	...
American Mission Orphan School, ...	Ditto, ...	1858, ...	3	...	88	91	88	68	...
Ditto Mission School,	Seharunpore, ...	1837, ...	92	19	48	159	128	144	...
A. V. School, ...	Budaon, ...	May, 1863, ...	88	37	...	125	112	125	125
Ditto, ...	Bijnour, ...	March, 1863, ...	60	24	...	84	57	14	...
Ditto, ...	Boolundshuhur,...	February, 1863,...	67	8	...	75	67	75	...
Ditto, ...	Moozuffernugger,	January, 1863, ...	44	21	...	65	57	65	...
Ditto, ...	Seharunpore, ...	February, 1863,	40	24	...	64	50	64	...
Ditto, ...	Meerut, ...	March, 1865, ...	79	34	...	113	73	113	...
Ditto, ...	Amroha, ...	February, 1865,...	82	60	...	142	130	142	...
Ditto, ...	Chandowsi, ...	January, 1865, ...	51	8	...	59	38	59	...
Ditto, ...	Secundra Rao, ...	October, 1864, ...	38	10	...	48	34	48	...
Ditto, ...	Hatras, ...	December, 1864,	44	1	...	45	42	45	35
Ditto, ...	Futtehpore Sicri,	13th Octr., 1864,	51	37	...	88	65·4	20	...
Ditto, ...	Cawnpore, ...	1st Decr., 1864,...	55	1	...	56	42·16	56	...
Ditto, ...	Sangawan, ...	7th Augt., 1865,	35	...	...	35	31·42	35	...
Ditto, ...	Nurwul, ...	23rd Sept., 1865,	22	...	...	22	19·94	22	...

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Pupils studying in each at the close of the year.				Monthly rate of Schooling fee.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.	15.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	328	...	85	...	1,800 0 0	...	...	...	...
32	69	...	53	4 to 8 As.	1,680 0 0	180 0 0	...	936 0 0	240 0 0
...	42	...	104	2 As. to 6 P.	* 1,260 0 0	711 0 0	...	96 0 0	120 0 0
...	70	...	...	Rs. 5 to 2-8-0	† 10,200 0 0	6,600 0 0	...	282 0 0	3,179 0 0
...	225	...	255	Rs. 2 to 1 A.	2,400 0 0	...	...	...	268 0 0
...	...	...	109	Rs. 2 to 4 As.	1,810 0 0	...	...	980 0 0	145 10 0
8	435	...	...	Various rates	6,640 0 0	...	...	...	931 9 9
35	88	8	6	As 2 to 4 As.	480 0 0	...	...	...	...
...	261	...	273	...	4,100 0 0	...	...	110 0 0	825 0 0
...	185	...	185	...	‡ 1,560 0 0	...	...	...	...
...	121	...	121	...	1,800 0 0	...	...	...	...
95	...	...	57	6 P. to 2 As.	1,200 0 0	...	...	...	93 3 0
167	167	10	114	...	2,100 0 0	...	...	43 0 0	79 3 6
...	63	...	115	From 8 As. down.	1,000 0 0	...	...	...	59 10 9
...	400	...	400	From 1 R. to 1 A.	1,200 0 0	298 8 0	...	257 13 3	292 13 6
...	74	...	62	6 to 2 As.	2,400 0 0	...	...	1,595 0 0	152 10 0
30	12	6	27	1 A. to 2 P.	§ 2,950 0 0	...	...	893 0 0	262 1 6
15	30	5	25	2 As. to 2 Rs.	600 0 0	...	384 0 0	300 0 0	195 0 0
40	101	...	23	Ditto,	1,500 0 0	...	...	...	491 2 0
...	159	...	38	1 A. to 4 As.	1,500 0 0	1,050 0 0	...	606 5 3	208 5 0
...	38	...	79	1 A. to 2 As.	1,200 0 0	1,200 0 0	...	240 0 0	48 0 0
153	175	...	...	2 As. to 4 As.	960 0 0	...	...	...	173 12 0
155	...	...	10	3 & 4 As.	3,000 0 0	3,080 0 0	...	96 0 0	475 0 0
189	100	...	...	2 to 4 As.	1,560 2 3	...	...	1,495 1 0	386 0 0
...	52	...	59	2 Rs p. m	1,800 0 0	...	...	820 10 6	262 0 0
48	169	68	34	2 Rs. to 2 As.	3,000 0 0	...	...	2,807 2 9	398 6 0
...	...	...	160	1 to 2 As.	840 0 0	...	...	1,060 0 0	13 6 0
36	32	...	34	2 Annas.	960 0 0	...	...	...	102 12 6
93	149	...	11	1 to 4 As.	600 0 0	...	...	546 0 0	106 0 0
41	90	19	61	Various rates	960 0 0	...	...	...	...
...	136	...	...	1 Anna.	1,800 0 0	...	...	600 0 0	118 10 0
125	...	...	...	Various rates.	1,200 0 0	...	...	88 0 0	350 0 0
84	84	...	...		1,306 0 0	...	...	1,200 0 0	119 14 0
65	75	...	...		1,111 8 0	319 0 0	272 8 0	...	195 11 0
65	65	...	...		644 3 2	...	44 8 2	789 6 8	106 0 10
64	64	...	...		797 0 0	...	43 0 0	...	127 11 0
32	81	...	...		752 0 0	...	...	497 11 6	296 9 4
74	68	...	...		755 0 0	...	...	...	338 0 0
25	34	...	...		620 0 0	...	...	...	115 4 0
48	48	...	...		620 0 0	...	...	600 0 0	144 2 0
35	10	...	...		740 0 0	...	...	...	108 2 0
10	53	...	58		796 15 8	672 12 0	...	107 14 9	91 2 0
...	12	...	...		593 8 9	...	400 0 0	...	183 2 0
2	...	...	35		220 2 7	...	180 0 0	...	...
2	19	...	22		234 0 0	...	183 0 0	...	...

* Rs. 300, Building grant. † 6,000, Building grant. ‡ 500, Special grant. § 1,750, Building grant.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Mission School (Secundra), Church of England Mission,	Agra, ...	1861, ...	...	2,120 3 9	3,920 3 9
Mofid-Am School, ...	Agra, ...	1858, ...	...	...	3,036 0 0
Mission School (Chunar), ...	Benares, ...	1820, ...	...	...	2,220 0 0
High School Diocesan B. of Education,	Allahabad, ...	1861, ...	12 2 0	...	20,271 2 0
Mission (boys') School, C. of England, ...	Azimgurh, ...	1840, ...	...	2,400 0 0	5,063 0 0
Ditto London Mission,	Almorah, ...	1850, ...	...	...	2,925 10 0
Six Branch Schools, M. Committee, ...	Bareilly, ...	1864 and 1865,	474 5 0	2,017 5 3	10,063 4 0
Mission School, American, ...	Bijnour, ...	1859, ..	...	1,557 4 0	2,037 4 0
Christ Church School, S. P. G., ...	Cawnpore, ...	1859, ...	...	4,375 0 0	9,410 0 0
Generalgunje Mission School, S. P. G., ...	Ditto, ...	...	...	1,218 0 0	2,778 0 0
Mission Orphan School, S. P. G., ...	Ditto, ...	...	...	1,021 1 6	2,821 1 6
Mission School, American, ...	Dehra Doon, ...	1851, ...	...	3,551 13 9	4,845 0 9
City High School, American, ...	Furruckabad, ...	1839, ...	31 3 9	2,144 5 9	4,397 13 0
Rekha Mission School, American, ...	Futtehgurh, ...	1847, ...	...	1,414 14 3	2,474 9 0
Mission School, German, ...	Ghazeepore, ...	1853, ...	404 11 9	960 0 0	3,413 14 6
Ditto Church of England, ...	Goruckpore, ...	1864, ...	207 0 0	2,124 0 0	6,478 10 0
Ditto ditto, ...	Muthra, ...	1860, ...	154 12 2	...	4,259 13 8
A. V. School, Victoria Branch, ...	Ditto, ...	1865, ...	7 8 0	...	1,476 8 0
M. School Church of England, ...	Meerut, ...	1851, ...	...	2,208 0 0	4,199 2 0
Ditto ditto, ...	Jounpore, ...	1863, ...	30 11 0	...	3,395 5 3
Ditto American, ...	Mynpoorie, ...	1843, ...	39 1 10	...	2,727 1 10
Ditto ditto, ...	Moradabad, ...	1861, ...	200 0 0	1,940 0 0	3,273 12 0
Subscription School,	Ditto, ...	1863, ...	...	...	6,601 0 0
Ditto ditto, ...	Boolundshuhur,...	Different dates,...	...	...	3,440 3 3
M. School, Church of England, ...	Mirzapore, ...	1864, ...	45 12 6	...	2,928 7 0
Subscription School,	Ditto, ...	1864, ...	...	...	6,205 8 9
M. School, American,	Nynee Tal, ...	1864, ...	26 4 0	...	1,939 10 0
Ditto Church of England, ...	Roorkee, ...	1856, ...	71 4 6	2,152 0 0	3,286 1 0
Ditto American, ...	Shahjehanpore,...	1860, ...	...	348 0 0	1,600 0 0
American Mission Orphan School, ...	Ditto, ...	1858, ...	...	1,317 0 0	2,277 0 0
Ditto Mission School,	Seharunpore, ...	1837, ...	99 3 0	1,455 9 6	4,073 6 6
A. V. School, ...	Budaon, ...	May, 1863, ...	...	1,200 0 0	2,838 0 0
Ditto, ...	Bijnour, ...	March, 1863, ...	...	...	2,625 14 0
Ditto, ...	Boolundshuhur,...	February, 1863,...	...	...	1,898 11 0
Ditto, ...	Moozuffernuggur,	January, 1863, ...	...	...	1,683 13 10
Ditto, ...	Seharunpore, ...	February, 1863,...	...	...	967 11 0
Ditto, ...	Meerut, ...	March, 1865, ...	...	...	1,545 4 10
Ditto. ...	Aproha, ...	February, 1865,...	...	686 3 3	1,779 3 3
Ditto, ...	Chandowsi, ...	January, 1865, ...	...	538 10 10	1,273 14 10
Ditto, ...	Secundra Rao, ...	October, 1864, ...	...	...	1,364 2 0
Ditto, ...	Hatras, ...	December, 1864,	...	271 15 4	1,115 1 4
Ditto, ...	Futtehpore Sicri,	13th Octr., 1864,	..	...	1,668 12 5
Ditto, ...	Cawnpore, ...	1st Decr., 1864, ...	...	...	1,176 10 9
Ditto, ...	Saugawan, ...	7th August, 1865,	...	...	400 2 7
Ditto, ...	Narwal, ...	23rd Sept., 1865...	...	...	417 0 0

DIX F.

General Educat on, for the year 1865-66.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
3,920 3 9	...	3,920 3 9	...	...	14 6 7	6 9 10	
2,364 0 0	380 0 0	2,744 0 0	292 0 0	...	21 12 5	13 5 4	
1,800 0 0	456 0 0	2,256 0 0	...	36 0 0	13 9 6	6 10 8	
6,581 3 0	1,728 1 0	8,309 4 0	1,196 14 0	...	85 10 8	43 4 9	
4,596 0 0	467 0 0	5,063 0 0	...	...	29 12 6	14 1 10	
2,760 0 0	288 0 0	3,048 0 0	...	122 6 0	33 2 1	19 6 9	
8,433 15 5	1,523 0 8	9,957 0 1	106 3 11	...	24 7 5	16 5 0	
2,037 4 0	...	2,037 4 0	...	...	44 4 7	10 6 0	
8,600 0 0	810 0 0	9,410 0 0	...	...	37 2 0	15 4 0	
2,778 0 0	...	2,778 0 0	..	...	18 0 0	10 2 0	
2,821 1 6	...	2,821 1 6	...	...	24 8 6	15 10 6	
4,745 0 9	100 0 0	4,845 0 9	...	...	37 4 3	9 3 8	
4,397 13 0	...	4,397 13 0	...	...	17 9 6	8 6 5	
1,432 1 3	958 1 9	2,390 3 0	84 6 0	...	27 7 7	11 8 0	
3,060 1 3	335 6 0	3,395 7 3	18 7 3	...	12 9 2	4 4 6	
6,348 0 0	130 10 0	6,478 10 0	...	...	39 15 9	14 13 5	
2,578 11 0	1,750 0 0	4,328 11 0	...	68 13 4	40 14 10	19 0 9	
1,040 0 0	380 12 0	1,420 4 0	55 12 0	...	17 8 7	7 5 0	
3,205 8 0	1,046 12 3	4,252 4 3	...	53 2 3	30 6 0	10 11 5	
3,277 9 9	350 0 0	3,627 9 9	...	232 4 6	20 2 3	8 4 10	
2,196 0 0	531 1 0	2,727 1 10	...	...	16 8 8	7 4 5	
3,253 10 0	38 4 0	3,291 14 0	...	18 2 0	23 8 2	6 13 8	
5,103 0 0	771 6 3	5,874 6 3	726 9 9	...	43 8 3	22 3 6	
2,809 2 0	420 3 3	3,229 5 3	210 14 0	...	23 9 1	11 6 2	
Not given.							
5,277 7 6	454 5 9	5,731 13 3	473 11 6	...	21 5 6	11 2 9	
1,100 0 0	750 0 0	1,850 0 0	89 10 0	...	22 10 9	9 12 3	
3,091 0 0	90 13 11	3,181 13 11	104 3 1	...	35 5 6	10 10 8	
1,550 0 0	50 0 0	1,600 0 0	...	...	15 3 9	5 11 5	
2,277 0 0	...	2,277 0 0	...	...	25 0 4	10 8 9	
3,372 0 0	701 6 6	4,073 6 6	...	..	31 3 2	14 1 0	
1,931 4 6	253 1 7	2,184 6 1	653 9 11	...	19 8 1	10 11 5	
1,939 11 8	347 2 11	2,286 14 7	338 15 5	...	40 1 11	22 14 7	
1,424 0 0	484 5 0	1,708 5 0	...	9 10 0	28 7 9	16 9 5	
1,126 10 3	400 8 8	1,527 2 11	56 10 11	...	26 12 8	11 4 9	
840 0 0	219 10 5	1,059 10 5	...	91 15 5	21 3 1	15 15 0	
1,144 7 6	281 7 8	1,425 15 2	119 5 8	...	19 8 6	10 4 10	
1,371 8 3	225 5 0	1,596 8 3	182 11 0	...	12 6 4	5 0 11	
1,181 0 10	71 14 0	1,252 14 10	21 0 0	...	32 15 11	16 5 1	
918 2 10	45 3 2	963 6 0	400 12 0	...	28 5 4	18 3 9	
994 5 4	103 15 0	1,098 4 4	16 13 0	...	26 2 4	17 9 10	
1,355 10 11	313 1 6	1,668 12 5	...	...	25 10 6	12 4 1	
593 8 9	63 2 0	656 10 9	120 0 0	...	15 9 3	14 1 3	
400 2 7	...	400 2 7	...	...	12 11 9	7 0 1	
414 0 0	3 0 0	417 0 0	...	...	20 14 7	11 11 9	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily attendance.	Number of Language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
A. V. School, ...	Najufgurh, ...	...	23	...	...	23	20·32	223	...
Ditto, ...	Ghatumpore, ...	...	25	...	...	25	21·25	25	...
Ditto, ...	Bilhour, ...	18th May, 1864, ...	32	...	...	32	28·8	32	...
Ditto, ...	Sheoli, ...	September, 1865,	20	1	...	21	18·75	21	...
Ditto, ...	Bithoor, ...	10th April, 1865,	38	...	...	38	30 38	38	...
Ditto, ...	Akberpore, ...	1st May, 1864, ...	54	2	...	56	49 47	56	...
Ditto, ...	Derapore, ...	26th Nov., 1863, ...	28	9	...	37	32 51	37	...
Ditto, ...	Etah, ...	8th May, 1860, ...	67	3	...	70	44 00	70	...
Ditto, ...	Oryah, ...	13th August, 1860,	8	1	...	9	6·63	9	...
Ditto, ...	Phupphoond, ...	Ditto, ...	24	6	...	30	30 66	30	...
Ditto, ...	Furruckabad, ...	1st Feby., 1864, ...	71	12	...	83	78·00	83	...
Ditto, ...	Chubra Mow, ..	1st April, 1864, ...	92	17	...	109	95·00	109	...
Ditto, ...	Bishengurh, ...	1st Jany., 1865, ...	24	1	...	25	23·00	25	...
Ditto, ...	Tirwa, ...	12th Dec., 1864, ...	22	2	...	24	22	24	...
Ditto, ...	Jalalabad, ...	1st Jany., 1864, ...	35	...	...	35	32	35	...
Ditto, ...	Shumshabad, ...	4th Dec., 1862. ...	43	6	...	49	46	49	...
Ditto, ...	Hameerpore, ...	30th Jany., 1863,	16	2	1	19	16	19	...
Ditto. ...	Calpi, ...	11th Feby., 1863,	29	1	...	30	27·94	30	...
Ditto, ...	Lullutpore, ...	1st Sept., 1862, ...	49	1	...	50	48	50	...
Ditto, ...	Muthra, ...	17th Jany., 1863,	64	5	...	69	62·38	69	...
Ditto, ...	Bindrabun, ...	19th Jany., 1865,	42	2	...	44	39	44	...
Ditto, ...	Mynpoory, ...	28th June, 1864, ...	122	5	..	127	83 44	127	...
Ditto, ...	Shekoabad, ...	28th March, 1854,	43	1	...	44	32·35	44	...
Ditto, ...	Cannington, ...	Ditto, ...	212	112	...	324	218·84	324	...
Ditto, ..	Phulpore, ...	Ditto, 1862, ...	75	30	...	105	65·49	52	1
Ditto, ..	Futtehpore, ...	Ditto, 1864, ...	83	25	...	108	66·97	108	...
Ditto, ...	Haswa, ...	Ditto, ...	30	20	...	50	39·51	24	...
Ditto, ...	Jehanabad, ...	Ditto, ...	64	36	...	100	76·67	30	4
Ditto. ...	Madaumow, ...	Ditto, ...	2	34	...	36	22 01	36	...
Ditto, ...	Bulliya, ...	16th Nov., 1862, ...	90	10	...	100	82·25	100	...
Ditto, ...	Kurchana, ...	July, 1864, ...	20	5	...	25	20·41	10	...
Ditto, ...	Kura, ...	October, 1864, ...	22	58	...	80	60·41	60	4
Ditto, ...	Handia (Bhagulpore), ...	Ditto, ...	48	18	...	66	42·36	45	2
Branch School (Belungunge) Victoria College, ...	Agra, ...	1864, ...	68	5	...	73	65	60	...
Ditto (Gokulpora) ditto, ...	Ditto, ...	1861, ...	66	9	...	75	62	75	5
Ditto (Cantonment) ditto, ...	Ditto, ...	1865, ...	72	19	...	91	85	91	...
M. (Orphan) School, Church of England,	Benares, ...	1838, ...	35	...	107	142	130·	79·	...
Bengalitolah Preparatory School, ...	Ditto, ...	1856, ...	147	...	...	147	112·	120·	...
Mssn. (Boys') School, Church of England,	Allahabad, ...	1862, ...	72	11	3	86	64·	86·	...
Parish School, Church of England, ...	Ditto, ...	May, 1860, ...	2	6	74	82	79·	82	...
Cowiegunje Mission School, Church of England, ...	Bareilly, ...	1860, ...	...	...	31	31	30	30	18
Sudder Bazaar Mssn. School, American,	Ditto, ...	1861, ...	36	7	1	44	31	44	...
American City Mission School, ...	Ditto, ...	1864, ...	73	26	...	99	54	65	..
American Mission School (Kout), ...	Mooradabad, ...	1865, ...	63	5	...	68	50	23	..
Ditto (Babu Khera),	Ditto, ...	...	74	29	26	129	107	16	...
Ditto (Sambhul), ...	Ditto, ...	1834, ...	29	53	...	82	60	30	...
American M. School,	Najeebabad, ...	1859, ...	94	17	2	113	91	65	...
Chowdree Omrad Singh's School, ...	Sherkote, ...	1865, ...	30	47	..	77	79	77	...
Rajah Partap Singh's School, ...	Tajpore, ..	1863, ...	10	7	...	17	15	17	...

DIX F.

General Education, for the year 1865-66.—Continued.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Pupils studying in each at the close of the year				Monthly rate of Schooling Fees.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.	15.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	...	23	Various rates.	180 0 0	...	120 0 0	...	...
9	7	...	19		197 13 5	...	207 0 0	...	...
14	14	...	18		180 0 0	...	190 0 0	...	...
4	8	...	17		148 2 4	...	180 0 0	...	...
2	4	...	37		310 0 0	...	120 0 0	60 0 0	...
10	25	...	56		278 4 4	...	178 0 0	...	...
5	7	...	35		1,223 0 0	...	648 12 0	...	...
...	...	...	...		716 10 10	...	108 0 0	56 4 10	155 4 0
...	...	...	...		75 0 0	...	75 0 0	...	9 8 0
...	...	...	...		180 0 0	...	180 0 0	...	147 0 0
...	...	...	...		600 0 0	...	60 0 0	60 0 0	...
...	...	...	...		310 0 0	...	180 0 0	43 8 0	...
...	...	...	...		176 8 0	...	180 0 0	...	...
...	...	...	...		180 0 0	...	300 0 0	...	...
...	...	...	...		185 0 0	...	180 0 0	...	...
...	...	...	...		174 10 10	...	238 10 10	8 0 0	...
...	...	...	...		628 5 6	...	...	...	61 7 0
...	17	...	16		600 0 0	...	...	5 3 7	76 12 0
...	...	...	...		317 1 0	...	34 0 0	12 0 0	13 10 0
44	...	...	25		669 11 6	...	...	...	223 4 0
[illegible]	1	...	8		340 3 4	...	...	...	81 4 0
...	41	...	86		550 7 9	...	...	249 3 9	192 6 0
...	15		29		179 8 3	...	...	59 13 5	126 0 0
14	300	...	...	1 Rs. to 1 A.	510 0 0	...	1,716 0 0	...	853 9 2
34	84	...	65	2 Annas.	1,312 10 6	...	360 0 0	...	192 0 0
...	108	...	...	1 to 3 As.	631 9 0	...	...	694 0 0	96 12 0
26	...	...	...	Ditto.	313 5 0	...	...	180 0 0	48 8 0
28	...	...	47	1 Anna.	870 0 9	...	...	835 0 0	84 4 0
20	36	...	...	Ditto.	191 1 0	...	...	275 0 0	25 10 0
...	100	...	25	1 A. to 2 As.	389 0 0	360 0 0	...	298 0 0	29 2 0
15	25	...	15	2 Annas.	243 0 0	...	300 0 0	...	...
60	80	...	28	Ditto.	565 5 3	...	197 12 9	...	126 0 0
30	56	...	10	...	280 1 3	...	238 0 0	...	88 2 0
5	15	2	42	4 As. to 3 As.	360 0 0	...	144 0 0	30 0 0	192 0 0
5	34	...	36	2 As. to 2 Rs.	360 0 0	...	240 0 0	10 0 0	125 8 0
19	45	...	30	Ditto.	600 0 0	...	360 0 0	65 0 0	193 0 0
...	84	...	142	...	960 0 0	1,848 0 0	...	937 0 0	...
...	83	147	...	4 Annas.	2,415 0 0	...	...	619 6 3	307 2 3
...	74	...	12	3 Annas.	360 0 0	...	...	...	...
...	82	...	...	Ditto.	600 0 0	...	...	156 0 0	210 14 0
...	...	31	...	1 Ann.	360 0 0	...	...	456 0 0	...
...	11	...	44	Ditto.	264 0 0	120 0 0	...	96 0 0	26 9 0
17	...	...	17	Ditto.	*2,400 0 0	360 0 0	...	250 0 0	60 0 0
12	45	...	23	2 As. to 4 As.	360 0 0	...	...	100 0 0	102 0 0
12	80	...	71	Various.	360 0 0	...	...	...	36 0 0
40	20	...	2	2 Annas.	360 0 0	...	...	40 0 0	11 8 9
10	18	...	18	...	600 0 0	...	...	...	...
55	77	...	...	...	240 0 0	...	...	240 0 0	...
17	17	...	17	...	240 0 0	...	...	240 0 0	...

* 1,500 Building Grant.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—Concluded. Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
A. V. School, ...	Najufgurh, ...	...	...	...	900 0 0
Ditto, ...	Ghatumpore, ...	...	...	...	404 13 5
Ditto, ...	Bilhour, ...	18th May, 1864, ...	...	...	370 0 0
Ditto, ...	Sheoli, ...	September, 1865,	...	...	328 2 4
Ditto, ...	Bithoor, ...	10th April, 1865,	...	...	490 0 0
Ditto, ...	Akberpore, ...	1st May, 1864, ...	...	...	456 4 4
Ditto, ...	Derapore, ...	26th Nov., 1863,...	...	...	1,871 12 0
Ditto, ...	Etah, ...	8th May, 1860, ...	...	...	1,036 3 8
Ditto, ...	Oryah, ...	13th August, 1860,	...	...	159 8 0
Ditto, ...	Phupphoond, ...	Ditto, ...	...	...	507 0 0
Ditto, ...	Furruckabad, ...	1st Feby., 1864, ...	...	...	720 0 0
Ditto, ...	Chubra Mow, ...	1st April, 1864, ...	...	...	533 8 0
Ditto, ...	Bishengurh, ...	1st Jany., 1865, ...	...	...	356 8 0
Ditto, ...	Tirwa, ...	12th Dec., 1864,...	...	...	480 0 0
Ditto, ...	Jalalabad, ...	1st Jany., 1864, ...	...	...	365 0 0
Ditto, ...	Shumshabad, ...	4th Dec., 1862, ...	...	...	421 5 8
Ditto, ...	Hameerpore, ...	30th Jany., 1863,	...	...	689 12 6
Ditto, ...	Calpi, ...	11th Feby., 1863,	...	...	681 15 7
Ditto, ...	Lullutpore, ...	1st Sept., 1862, ...	...	...	376 11 0
Ditto, ...	Muthra, ...	17th Jany., 1863,	...	...	892 15 6
Ditto, ...	Bindrabun, ...	19th Jany., 1865,	...	530 0 0	951 7 4
Ditto, ...	Mynpoory, ...	28th June, 1864,...	...	...	992 1 6
Ditto, ...	Shekoabad, ...	28th March, 1854,	...	...	365 5 8
Ditto, ...	Cannington, ...	Ditto, ...	...	19 14 0	3,099 7 2
Ditto, ...	Phulpore, ...	Ditto, 1862, ...	...	807 0 0	2,671 10 6
Ditto, ...	Futtehpore, ...	Ditto, 1864, ...	...	...	1,422 5 0
Ditto, ...	Haswa, ...	Ditto, ...	...	...	541 13 0
Ditto, ...	Jehanabad, ...	Ditto, ...	...	...	1,289 4 9
Ditto, ...	Madanmow, ...	Ditto, ...	...	...	491 11 0
Ditto, ...	Bulliya, ...	16th Nov., 1862, ...	...	...	1,076 2 0
Ditto, ...	Kurchana, ...	July, 1864, ...	...	200 5 6	743 5 6
Ditto, ...	Kura, ...	October, 1864, ...	...	18 0 0	907 2 0
Ditto, ...	Handia (Bhagulpore), ...	Ditto, ...	...	12 3 0	618 6 3
Branch School (Belungunge), Victoria College, ...	Agra, ...	1864, ...	7 0 0	...	733 0 0
Ditto (Gokulpora), ditto, ...	Ditto, ...	1864, ...	7 8 0	...	743 0 0
Ditto (Cantonment), ditto, ...	Ditto, ...	1865, ...	11 8 0	...	1,228 8 0
M. (Orphan) School, Church of England,	Benares, ...	1838, ...	...	...	3,745 0 0
Bengalitolah Preparatory School, ...	Ditto, ...	1856, ...	...	...	3,341 8 6
Mssn. (Boys') School, Church of England,	Allahabad, ...	1862, ...	...	...	Not given.
Parish School, Church of England, ...	Ditto, ...	May, 1860, ...	66 3 3	360 0 0	1,393 1 3
Cowiegunje Mission School, Church of England, ...	Bareilly, ...	1860, ...	...	...	816 0 0
Sudder Bazaar Mssn. School American,	Ditto, ...	1861, ...	18 15 0	...	525 8 0
American City Mission School, ...	Ditto, ...	1864, ...	30 0 0	...	3,100 0 0
American Mission School (Kout), ...	Mooradabad, ...	1865, ...	8 0 0	180 0 0	750 0 0
Ditto (Babu Khera),	Ditto, ...	...	...	456 0 0	852 0 0
Ditto (Sambhul), ...	Ditto, ...	1864, ...	23 0 0	917 0 0	1,351 8 9
American M. School,	Najeebabad, ...	1859, ...	...	745 0 6	1,345 0 6
Chowdree Omrao Singh's School, ...	Sherkote, ...	1865, ...	...	...	480 0 0
Rajah Partap Singh's School, ...	Tajpore, ...	1863, ...	...	...	480 0 0

DIX F.

General Education, for the year 1865-66.—Continued.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
300 0 0	...	300 0 0	...	...	14 12 3	8 13 9	
377 13 5	27 0 0	404 13 5	...	...	19 0 2	9 5 0	
360 0 0	10 0 0	370 0 0	...	...	13 2 6	6 6 7	
325 10 4	2 8 0	328 2 4	...	...	17 8 0	7 14 4	
480 0 0	10 0 0	490 0 0	...	...	16 2 1	10 3 3	
456 4 4	...	456 4 4	...	...	9 3 7	5 10 0	
600 0 0	1,271 12 0	1,871 12 0	...	...	57 9 2	37 9 11	
516 10 2	519 9 6	1,036 3 8	...	...	23 8 10	16 4 7	
75 0 0	84 8 0	159 8 0	...	...	23 15 9	11 5 0	
180 0 0	327 0 0	507 0 0	...	...	16 7 6	5 13 11	
660 0 0	60 0 0	720 0 0	...	...	9 3 8	7 11 1	
480 0 0	53 8 0	533 8 0	...	...	5 9 9	3 4 3	
356 8 0	...	356 8 0	...	...	15 8 0	7 10 9	
480 0 0	...	480 0 0	...	...	21 13 1	8 2 11	
360 0 0	5 0 0	365 0 0	...	...	11 6 6	5 12 6	
413 5 8	8 0 0	421 5 8	...	...	9 2 7	3 12 9	
600 0 0	89 12 6	689 12 6	...	...	43 1 9	39 4 4	
600 0 0	81 15 7	681 15 7	...	...	24 6 0	21 7 7	
356 14 11	54 7 0	411 5 11	...	34 10 11	8 9 2	6 9 8	
648 0 0	244 15 6	892 15 6	...	...	14 4 9	10 11 7	
297 1 4	124 6 0	421 7 4	530 0 0	...	10 12 11	8 11 8	
535 7 9	456 9 9	992 1 6	...	...	11 14 3	6 9 6	
179 8 3	185 13 5	365 5 8	...	...	11 4 8	5 8 9	
2,196 0 0	903 7 2	3,099 7 2	...	...	14 2 7	2 5 4	
442 7 3	2,169 3 3	2,611 10 6	60 0 0	...	39 14 3	20 0 8	
1,200 0 0	148 5 0	1,348 5 0	74 0 0	...	20 2 2	9 6 9	
480 0 0	61 13 0	541 13 0	...	...	13 11 5	7 14 9	
1,195 0 0	94 4 9	1,289 4 9	...	...	16 13 2	4 13 3	
360 0 0	131 11 0	491 11 0	...	...	22 4 11	8 10 10	
990 0 0	86 2 0	1,076 2 0	...	...	13 1 3	4 13 7	
480 0 0	203 5 6	683 5 6	60 0 0	...	33 7 8	11 14 6	
504 0 0	205 5 3	709 5 3	197 12 9	...	11 11 10	9 5 9	
336 0 0	154 6 3	490 6 3	128 0 0	...	11 9 3	6 9 9	
618 0 0	112 10 0	730 10 0	2 6 0	...	11 3 8	5 8 0	
624 0 0	110 12 0	734 12 0	8 4 0	...	11 13 7	5 12 11	
980 0 0	236 12 0	1,216 12 0	11 12 0	...	14 4 0	7 1 0	
3,745 0 0	...	3,745 0 0	...	...	28 12 11	7 6 1	1,875 Building grant.
1,357 5 9	2,117 3 9	3,474 9 6	...	133 1 0	14 4 6	4 13 2	
1,217 4 6	215 7 9	1,432 12 3	...	39 11 0	17 7 6	7 5 0	
756 0 0	60 0 0	816 0 0	...	...	27 3 2	11 15 11	1,500 Building grant.
324 0 0	201 8 0	525 8 0	...	...	16 15 3	8 8 3	
1,200 0 0	400 0 0	1,600 0 0	1,500 0 0	...	29 10 1	16 10 8	
756 0 0	8 0 0	764 0 0	...	14 0 0	15 4 6	7 3 2	
840 0 0	25 0 0	865 0 0	...	13 0 0	8 0 0	3 5 0	
1,236 0 0	157 9 6	1,393 9 6	...	42 0 9	23 3 7	6 0 0	
1,345 0 6	...	1,345 0 6	...	...	14 12 5	6 9 6	
480 0 0	...	480 0 0	...	...	6 1 4	3 0 8	
480 0 0	...	480 0 0	...	...	32 0 0	16 0 0	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year				Average daily attendance.	Number of Language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
American M. School,	Budaon, ...	1860, ...	40	74	2	116	95	33	2
Major Rind's School, Church of England Mission, ...	Dehra Doon, ...	1865, ...	...	...	50	50	45	50	...
American M. School,	(Rajpore) do., ...	1864, ...	44	5	2	51	40	28	...
Dr. Whittall's School,	(Mitheben) do., ...	1865, ...	29	1	...	30	28	...	...
Victoria School (Native), ...	Furrukhabad, ...	,, ...	59	22	...	81	75	24	...
Mission School (Kunker Khera), Church of England, ...	Meerut, ...	1858, ...	2	...	19	21	18	...	...
Ditto (Ikla), ditto, ...	Ditto, ...	1862, ...	...	...	16	16	16	...	...
Ditto (Zaffrabad), do.,	Jounpore, ...	1864, ...	53	22	...	75	56·09	12	...
Four American Mission Schools, ...	Moradabad, ...	1865, ...	122	57	2	181	141	14	...
Rajah Sheoraj Singh's School (Kashipore),	Ditto, ...	...	18	6	...	24	20	24	...
Hurmut Khan's School (Pindrawul),	Bulundshahr, ...	...	7	13	...	20	15	20	...
Maharajah of Benares, School (Gyanpore),	Mirzapore, ...	1864, ...	53	22	...	75	56·09	12	...
Ditto (Bhudrowli), ...	Ditto, ...	1854, ...	35	24	...	59	50·51	...	...
2 Vernacular Schools,	Ajmere, ...	1865, ...	99	71	...	170	125	...	...
Subscription School,	Sherkote, ...	1860, ...	30	47	...	77	79	...	...
Ditto, ...	Rehur, ...	...	31	42	...	73	70	...	...
Ditto, ...	Gurhi, ...	1865, ...	32	9	...	41	41	...	...
Ditto, ...	Afzulgurh, ...	1862, ...	2	36	...	38	35	...	...
Ditto, ...	Surjunuggar, ...	1860, ...	35	6	...	41	47	..	...
Ditto, ...	Hapore, ...	1864, ..	25	5	...	30	25	30	...
Ditto, ...	Tajpore, ...	1863, ...	82	9	...	91	84	...	...
Ditto, ...	Poorayni, ...	,, ...	19	6	...	25	31	...	...
Ditto, ...	Shergurh, ...	,, ...							
Ditto, ...	Jutpoora, ...	,, ...	33	12	...	45	43	...	...
Ditto, ...	Chandpore, ...	,, ...							
Ditto, ...	Tandah Afzul, ...	,, ...							
Regimental School, 4th Goorkhas, ...	Almorah, ...	,, ...	29	12	...	41	30	41	...
Canning Protestant School, ...	Agra, ...	...	...	...	...	No	Returns received.		
Girls' Schools, Satt Sabba, ...	Ditto, ...	...	...	...	...		Ditto ditto.		
Mission Girls' School, Church of England,	Ditto, ...	...	...	...	...		Ditto ditto.		
Mission Female, ditto,	Benares, ...	1850, ...	180	12	...	192	162	...	...
Ditto Girls' ditto, ...	Allahabad, ...	1863, ...	10	18	...	28	28	Not given	
Ditto ditto, ...	Azimgurh, ...	1864, ...	23	31	3	57	57	...	...
Mission Orphan Girls' School, American,	Bareilly, ...	1859, ...	...	...	122	122	121	58	...
Female Schools by Municipal Cmttee.,	Budaon, ...	1865, ...	...	...	...	90	80	...	...
Mission Girls' School, American, ...	Dehra Doon, ...	1859, ...	...	...	33	33	33	33	...
Ditto Female ditto, American, ...	Etawah, ...	...	...	...	...	No	Returns received.		
Native Girls' School, Church of England,	Meerut, ...	1856, ...	...	...	22	22	20	2	...
Mission Girls' School, American, ...	Mynpoory, ...	1863, ...	189	...	...	189	153	...	...
Female Schools, ...	Mirzapore, ...	...	...	...	...	No	returns received.		
Ditto American, ...	Seharunpore, ...	...	...	...	...		Ditto ditto.		
A. V. School, ...	Pilibheet, ...	1851, ..	90	10	...	100	86	100	...
Ditto, ...	Banda, ...	1861, ...	72	35	...	107	73·61	107	4
Ditto, ...	Kote, ...	1864, ...	4	50	...	54	49·08	54	...
	Grand Total, .		8610	2659	1458	12817	10404·98	8,613	69

DIX F.

General Education, for the year 1865-66.—Continued.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).—

Boys studying in each at the close of the year.				Monthly rate of Schooling Fees.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.	15.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
30	116	...	...	1 Anna.	360 0 0	...	...	163 12 0	23 4 0
...	50	...	...	...	550 0 0	...	...	...	...
...	8	...	15	Various.	600 0 0	...	...	...	15 3 0
...	5	...	25	1 and 2 As.	72 0 0	...	...	72 0 0	...
30	30	...	27	Ditto.	240 0 0	...	...	125 4 0	96 0 0
...	21	...	12	Ditto.	108 0 0	...	...	70 14 9	...
...	4	...	16	...	60 0 0	...	...	17 14 0	...
...	62	...	13	6 Pies to 2 As.	300 0 0	700 0 0	...	...	63 6 3
17	149	...	59	Various.	360 0 0	...	...	100 0 0	56 0 0
10	24	...	...	...	240 0 0	...	...	240 0 0	...
...	20	...	...	2 As. to 4 As.	240 0 0	...	...	120 0 0	29 0 0
...	62	...	13	2 Annas.	600 0 0	...	...	600 0 0	1 8 9
...	24	...	53	...	240 0 0	...	...	...	...
170	120	...	150	...	288 0 0	...	...	200 0 0	88 0 0
55	77	...	...	1 and 2 As.	258 0 0	...	...	240 0 0	28 2 0
36	52	...	28	...	132 9 4	...	...	120 0 0	29 7 0
30	41	...	...	...	132 0 0	...	...	120 0 0	12 0 0
22	38	...	...	...	123 0 0	...	...	48 0 0	8 15 0
10	35	...	8	...	129 0 0	...	...	120 0 0	30 12 0
30	30	...	...	...	255 0 0	...	...	260 0 0	33 11 0
35	31	...	30	...	138 0 0	...	...	144 0 0	80 5 0
11	25	...	...	...	65 0 0	...	...	96 0 0	6 7 0
3	39	...	11	...	192 0 0	...	...	153 0 0	9 12 0
...	41	...	41	...	500 0 0	...	...	400 0 0	100 0 0
				...	4,200 0 0				
				...	2,640 0 0				
				...	360 0 0				
...	...	...	192	...	1,560 0 0	...	...	1,405 10 8	...
				...	360 0 0				
...	20	...	57	...	600 0 0	...	...	146 0 0	...
...	122	...	122	...	1,200 0 0	...	...	2,064 0 0	...
...	33	...	...	...	360 0 0	...	...	216 0 0	...
...	...	...	12	...	360 0 0	...	...	750 0 0	...
				...	1,200 0 0				
...	22	...	...	...	300 0 0	...	...	125 8 0	...
...	...	...	188	...	600 0 0	144 0 0	...	180 0 0	...
26	92	...	8	...	316 0 0	2,778 12 0	...	...	68 9 0
20	107	...	15	1 A. to 1 R.	382 0 0	...	888 0 0	...	148 9 0
40	54	...	...	1 Anna.	10 2 6	...	...	171 0 0	15 10 0
2,807	6,626	296	4,718	...	1,19,916 12 1	20,405 0 0	9,129 14 9	31,590 8 11	16,618 7 7

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—*Concluded.* Sale of Books.	Other Sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
American M. School,	Budaon, ...	1860, ...	...	...	547 0 0
Major Rind's School, Church of England Mission, ...	Dehra Doon, ...	1865, ...	...	600 0 0	1,150 0 0
American M. School,	(Rajpore) do., ...	1864, ...	45 10 0	551 2 3	1,212 0 0
Dr. Whittall's School,	(Mitheben) do., ...	1865, ...	...	...	144 0 0
Victoria School (Native), ...	Furrukhabad, ...	,, ...	...	...	461 4 0
Mission School (Kunker Khera), Church of England, ...	Meerut, ...	1858, ...	...	120 0 0	298 14 9
Ditto (Ikla), ditto, ...	Ditto, ...	1862, ...	...	120 0 0	197 14 0
Ditto (Zaffrabad), do.,	Jounpore, ...	1864, ...	8 4 0	...	1,071 10 3
Four American Mission Schools, ...	Moradabad, ...	1865, ...	37 0 0	240 0 0	793 0 0
Rajah Sheoraj Singh's School (Kashipore),	Ditto, ...	...	...	...	480 0 0
Hurmut Khan's School (Pindrawul),	Bulundshahr, ...	...	...	...	389 0 0
Maharajah of Benares', School (Gyanpore),	Mirzapore, ...	1864, ...	...	...	1,201 8 9
Ditto (Bhudrowli),...	Ditto, ...	1854, ...	...	...	240 0 0
2 Vernacular Schools,	Ajmere, ...	1865, ...	...	...	576 0 0
Subscription School,	Sherkote, ...	1860, ...	...	...	526 2 0
Ditto, ...	Rehur, ...	...	...	...	282 0 4
Ditto, ...	Gurhi, ...	1865, ...	...	...	264 0 0
Ditto, ...	Afzulgurh, ...	1862, ...	...	...	179 15 0
Ditto, ...	Surjunuggar, ...	1860, ...	...	...	279 12 0
Ditto, ...	Hapore, ...	1864, ...	...	...	548 11 0
Ditto, ...	Tajpore, ...	1863, ...	...	...	362 5 0
Ditto, ...	Poorayni, ...	,, ...	...	...	167 7 0
Ditto, ...	Shergurh, ...	,, ...			
Ditto, ...	Jutpoora, ...	,, ...	...	...	354 12 0
Ditto, ...	Chandpore, ...	,, ...			
Ditto, ...	Tandah Afzul, ...	,, ...			
Regimental School, 4th Goorkhas, ...	Almorah, ...	,, ...	...	...	1,000 0 0
Canning Protestant School, ...	Agra, ...	...			
Girls' Schools, Satt Sabba, ...	Ditto, ...	...			
Mission Girls' School, Church of England,	Ditto, ...	...			
Mission Female ditto,	Benares, ...	1850, ...	...	...	2,965 10 8
Ditto Girls' ditto, ...	Allahabad, ...	1863, ...	Not given.		
Ditto ditto, ...	Azimgurh, ...	1864, ...	...	...	746 0 0
Mission Orphan Girls' School, American,	Bareilly, ...	1859, ...	...	...	3,264 0 0
Female Schools by Municipal Cmttee.,	Budaon, ...	1865, ...	...	...	576 0 0
Mission Girls' School, American, ...	Dehra Doon, ...	1859, ...	...	1,486 0 0	2,596 0 0
Ditto Female ditto, American, ...	Etawah, ...	...			
Native Girls' School, Church of England,	Meerut, ...	1856, ...	...	360 0 0	785 8 0
Mission Girls' School, American, ...	Mynpoory, ...	1863, ...	...	...	924 0 0
Female Schools, ...	Mirzapore, ...	...			
Ditto American, ...	Seharunpore, ...	...			
A. V. School, ...	Pillibheet, ...	1851, ..	...	...	3,163 5 0
Ditto, ...	Banda, ...	1861, ...	...	...	1,418 9 0
Ditto, ...	Kote, ...	1864, ...	...	...	196 12 6
	Grand Total, ...		1,346 15 9	44,744 0 5	2,35,351 11 6

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussoorie, the 31st August, 1866.

DIX F.

General Education, for the year 1865-66.—Concluded.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).—*Concluded.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
467 0 0	80 0 0	547 0 0	...	...	5 12 1	3 13 8	
1,150 0 0	...	1,150 0 0	...	...	25 8 9	12 3 6	
1,212 0 0	...	1,212 0 0	...	...	30 4 10	15 0 0	
120 0 0	24 0 0	144 0 0	...	...	5 2 2	2 9 1	
444 0 0	17 4 0	461 4 0	...	...	6 2 4	3 3 2	
281 7 9	17 7 0	298 14 9	...	...	16 9 8	6 0 0	
164 12 0	33 2 0	197 14 0	...	...	12 6 0	3 12 0	
974 5 0	...	974 5 0	97 5 3	...	14 4 7	4 0 0	
792 0 0	13 8 0	805 8 0	...	12 8 0	5 11 4	2 9 0	
480 0 0	...	480 0 0	...	...	24 0 0	12 0 0	
294 15 0	47 15 0	342 14 0	46 2 0	...	22 14 0	16 0 0	
1,142 5 6	220 15 9	1,363 5 3	...	161 12 6	23 15 0	10 8 6	
252 0 0	17 0 0	269 0 0	...	29 0 0	5 2 6	4 12 0	
500 0 0	76 0 0	576 0 0	...	...	4 9 8	2 4 10	
371 0 0	46 2 0	417 2 0	109 0 0	...	5 4 6	3 4 3	
216 0 0	42 0 4	258 0 4	24 0 0	...	3 11 0	1 14 4	
148 0 0	24 0 0	172 0 0	92 0 0	...	4 3 1	3 3 6	
120 0 0	11 15 0	131 15 0	48 0 0	...	3 12 4	3 8 3	
249 0 0	30 12 0	279 12 0	...	...	5 15 3	2 11 11	
429 11 2	88 9 2	518 4 4	30 6 8	...	20 11 8	10 3 2	
264 0 0	98 5 0	362 5 0	...	...	4 5 0	1 10 3	
156 0 0	11 7 0	167 7 0	...	...	5 6 5	2 1 7	
261 0 0	47 12 0	308 12 0	46 0 0	...	7 2 11	4 7 5	
1,000 0 0	...	1,000 0 0	...	...	33 5 4	16 10 8	
2,965 10 8	...	2,965 10 8	...	...	18 4 11	9 10 0	
						12 13 10	
566 10 0	179 6 0	746 0 0	...	...	13 1 6	10 8 5	
3,144 0 0	120 0 0	3,264 0 0	...	...	26 12 0	9 13 4	
Not given.						4 0 0	
2,596 0 0	...	2,596 0 0	...	...	78 0 0	10 14 6	
785 8 0	...	785 8 0	...	...	39 4 5	15 0 0	
924 0 0	...	924 0 0	...	...	6 0 7	3 14 8	
2,772 0 0	330 0 0	3,102 0 0	61 5 0	...	36 1 1	3 10 9	
382 0 0	1,036 9 0	1,480 9 0	...	...	13 4 1	3 9 1	
120 0 0	76 12 6	196 12 6	...	...	3 5 11	0 3 3	
1,81,965 11 10	31,433 11 3	2,13,399 7 1	19,559 4 1	1,112 1 8	20 8 0	11 8 0	

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 5A.—*I. Institutions for General Education, for the year* 1865-66.

PRIVATE SCHOOLS OF THE MIDDLE CLASS OPEN TO GOVERNMENT INSPECTION (NOT AIDED BY GOVERNMENT).

Name of Institution.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b	9c.	9d.	9e.	10.	11.	12.	13.	14.
Subscription School, ...	Attrowli, Zillah Allygurh,	Novr., 1865, ...	18	3	...	21	13	21	...	12	9	...	...	4 annas.	30 0 0	...	...	300 0 0
Ditto, ...	Sahswan, Zillah Budaon,	Feby., 1866, ...	18	7	...	25	21	25	...	25	...	...	...	2 and 4 ans.	...	...	...	50 0 0
Ditto, ...	Deobund, Zillah Seharunpore, ...	Ditto, ...	18	15	...	33	31	33	...	33	33	...	...	3 and 4 ans.	25 0 0	...	25 0 0	50 0 0
Ditto, ...	Jalalabad, Zillah Shahjehanpore, ...	April, 1866, ...	12	10	...	22	22	22	...	22	22	...	...	Ditto.	...	...	...	50 0 0
Ditto, ...	Powayan, Zillah Ditto, ...	Ditto, ...	8	5	...	13	12	13	...	...	13	...	...	Ditto.	...	...	...	80 0 0
Ditto, ...	Dasna, Zillah Meerut, ...	1863, ...	20	6	...	26	23	26	...	...	26	...	...	Ditto.	...	...	...	350 0 0
Ditto, ...	Burouth, Zillah Ditto, ...	2nd Feby., 1866,	65	15	...	80	72	80	...	...	80	...	...	Ditto.	..	...	150 0 0	...
Mission A. V. School, ...	Chowdry Sara Sumbhul,...	1865, ...	12	50	...	62	45	15	...	...	60	...	...	...	...	...	...	...
Ditto, ...	Tarina Sara Ditto, ...	1865, ...	14	46	...	60	45	16	...	30	20	...	5	...	...	...	...	...
Do. V. Female School, ...	Meerut, ...	1865, ...	10	...	...	10	8	...	...	...	...	...	10	...	...	...	...	92 0 0
Subscription School, ...	Tajgunge, Zillah Agra, ...	24th Septr., 1862,	44	6	...	50	47·15	50	...	...	50	...	50	4 annas.	...	...	...	173 3 7
Ditto, ...	Etmadpore, Ditto, ...	12th Jany., 1864,	21	...	...	21	19·25	21	...	7	21	...	21	Ditto.	...	...	...	180 0 0
Ditto, ...	Ferozabad, Ditto, ...	8th Septr., 1859,	33	5	...	37	35·25	37	...	14	14	...	12	Ditto.	6 0 0	...	...	240 0 0
Ditto, ...	Suchendi, Zillah Cawnpore,	28th Octr., 1865,	12	...	...	12	10·56	12	...	...	...	...	12	...	...	...	120 0 0	...
Ditto, ...	Sheorajpore, Ditto, ...	1st July, 1865,	48	2	...	50	45·19	50	...	...	...	..	20	4 and 8 ans.	...	...	180 0 0	...
Ditto, ...	Mosta, Ditto, ...	25th Augt., 1865,	23	...	...	23	19·14	23	...	4	8	...	19	...	...	...	180 0 0	...
Ditto, ...	Khanpore, Ditto, ...	23rd Decr., 1864,	28	...	...	28	23·17	26	...	...	5	...	28	...	...	...	190 0 0	60 0 0
Ditto, ...	Kasgunje, Zillah Etah, ...	Ditto, ...	31	9	1	41	21·00	41	...	...	...	...	...	2 ans. to 1 Re.	221 8 2	...	438 15 9	...
Ditto, ...	Behar, Zillah Furruckabad,	1st Jany., 1865,	25	1	...	26	25·00	20	...	14	1	...	3	...	...	...	180 0 0	...
Ditto, ...	New Jhansie, Zillah Jhansie,	1st March, 1866,	40	8	...	48	41·00	44	...	36	12	...	...	1 to 8 ans.	...	...	20 0 0	142 0 3
Mission School, ...	City of Futtehpore, ...	1853, ...	52	6	3	61	49 00	26	...	35	35	...	...	3 pie to 3 ans.	...	...	...	...
	Total, ...	...	551	194	4	749	627·71	603	...	232	409	...	180	From 3 pies to 1 Re.	282 8 2	...	1,483 15 9	1,767 3 7

APPENDIX F.

TABLE No. 5A.—*I. Institutions for General Education, for the year* 1865-66.

PRIVATE SCHOOLS OF THE MIDDLE CLASS OPEN TO GOVERNMENT INSPECTION (NOT AIDED BY GOVERNMENT).

Name of Institution.	Locality.	When Established.	Receipts.—Continued. Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Subscription School,	Attrowli, Zillah Allygurh,	Novr., 1865, ...	39 0 0	...	...	369 0 0	291 10 8	30 1 10	321 12 6	47 3 6	...	24 12 0	2 4 11
Ditto, ...	Sahswan, Zillah Budaon,	Feby., 1866, ...	16 8 0	...	05 0 0	116 8 0	68 11 0	3 5 0	72 0 0	44 8 0	...	3 6 10	...
Ditto, ...	Deobund, Zillah Saharanpore, ...	Ditto, ..	27 12 0	...	...	127 12 0	60 15 0	4 1 0	65 0 0	62 12 0	...	2 1 6	0 12 10
Ditto, ...	Jalalabad, Zillah Shahjehanpore, ...	April, 1866, ...	15 0 0	...	...	65 0 0	28 0 0	2 0 0	30 0 0	35 0 0	...	1 5 10	...
Ditto, ...	Powayan, Zillah Ditto, ...	Ditto, ...	10 0 0	...	...	90 0 0	45 2 6	2 7 0	47 9 6	42 6 6	...	3 15 6	...
Ditto, ...	Dasna, Zillah Meerut, ...	1863, ...	21 0 0	...	...	371 0 0	350 0 0	21 0 0	371 0 0	...	...	16 2 1	...
Ditto, ...	Buronth, Zillah Ditto, ...	2nd Feby., 1866,	56 0 0	...	...	206 0 0	150 0 0	56 0 0	206 0 0	...	...	2 13 9	...
Mission A. V. School,	Chowdry Sara Sumbhul, ...	1865, ...	...	...	110 0 0	110 0 0	110 0 0	...	110 0 0	...	...	2 7 1	...
Ditto, ...	Tarina Sara Ditto, ...	1865, ...	...	...	258 0 0	258 0 0	238 0 0	20 0 0	258 0 0	...	...	5 11 8	...
Do. V. Female School,	Meerut, ...	1865, ..	...	...	...	92 0 0	92 0 0	...	92 0 0	...	...	11 8 0	...
Subscription School,	Tajgunge, Zillah Agra, ...	24th Septr., 1862,	45 8 0	...	...	218 11 7	173 3 7	45 8 0	218 11 7	...	...	40 10 3	...
Ditto, ...	Etmadpore, Ditto, ...	12th Jany., 1864,	17 8 0	...	...	197 8 0	180 0 0	17 8 0	197 8 0	...	...	10 4 2	...
Ditto, ...	Ferozabad, Ditto, ...	8th Septr., 1859,	40 12 0	...	...	286 12 0	240 0 0	46 12 0	286 12 0	...	...	8 2 5	2 0 9
Ditto, ...	Suchendi, Zillah Cawnpore,	28th Octr., 1865,	...	...	...	120 0 0	120 0 0	...	120 0 0	...	...	11 5 9	...
Ditto, ...	Sheorajpore, Ditto, ...	1st July, 1865,	30 0 0	...	...	210 0 0	180 0 0	30 0 0	210 0 0	...	...	4 4 4	...
Ditto, ...	Mosta Ditto, ...	25th Augt., 1865,	...	...	...	180 0 0	180 0 0	...	180 0 0	...	...	9 6 6	...
Ditto, ...	Khanpore, Ditto, ...	23rd Decr., 1864,	...	...	...	250 0 0	240 0 0	10 0 0	250 0 0	...	...	10 12 8	...
Ditto, ...	Kasgunje, Zillah Etah, ...	Ditto, ...	61 11 0	...	...	722 2 11	384 1 5	283 3 2	667 4 7	54 14 4	...	31 12 5	10 8 9
Ditto, ...	Behar, Zillah Furruckabad,	1st Jany., 1865,	...	...	...	180 0 0	180 0 0	...	180 0 0	...	...	7 3 2	...
Ditto, ...	New Jhansie, Zillah Jhansie,	1st March, 1866,	8 4 0	...	...	170 4 0	140 0 0	78 6 9	218 6 9	..	48 2 9	5 5 3	...
Mission School, ...	City of Futtehpore, ...	1853, ...	22 0 0	...	600 0 0	622 0 0	660 0 0	...	660 0 0	...	38 0 0	12 0 0	...
	TOTAL, ...	...	410 15 0	...	1,018 0 0	4,962 10 6	4,111 12 2	650 4 9	4,762 0 11	286 12 4	86 2 9	7 9 6	0 7 2

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of at the English.	Arabic.
1.	1a.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
								1st CIRCLE, DEPARTMENT			
Indigenous Schools.	Allygurh.	Allygurh, ...	63	...	529	182	...	711	704	...	47
		Hatras, ...	44	...	639	33	...	662	652	5	4
		Khhyr, ...	20	...	184	53	...	237	217	...	21
		Secundra Rao, ...	40	...	361	127	...	488	453	...	7
		Atrowli, ...	53	...	268	272	...	540	498	...	77
		Iglas, ...	7	...	56	1	...	57	57	1	...
		Total, ...	227	...	2,027	668	...	2,695	2,581	6	156
	Boolundshahr.	Boolundshahr, ...	47	...	326	201	8	535	535	...	97
		Secundrabad, ...	32	...	201	132	...	333	333	...	50
		Anoopshahr, ...	44	...	345	118	...	463	463	...	53
		Khurja, ...	44	...	234	143	...	377	377	...	122
		Total, ...	167	...	1,106	594	8	1,708	1,708	...	322
	Meerut.	Meerut, ...	91	...	619	461	...	1,080	1,193	...	282
		Sirdhana, ...	14	...	153	77	...	230	216	...	37
		Baghput, ...	18	...	199	64	...	263	291	...	29
		Ghaziabad, ...	19	...	186	81	...	267	243	...	6
		Hapore, ...	23	...	147	142	...	289	276	...	56
		Mooana, ...	22	...	198	79	...	277	246	...	61
		Total, ...	187	...	1,502	904	...	2,406	2,465	...	471
	Moozuffernuggur.	Moozuffernuggur, ...	41	...	338	198	...	536	536	...	91
		Jansuth, ...	69	...	482	248	...	730	730	...	118
		Shamli, ...	50	...	495	353	...	848	848	...	280
		Thanapoor Burhana,	29	...	341	208	...	549	549	...	96
		Total, ...	189	...	1,656	1,007	...	2,663	2,663	...	588
	Saharunpore.	Saharunpore, ..	81	...	426	586	...	1,012	1,045	...	423
		Roorkee, ...	54	...	575	197	...	772	828	...	182
		Deobund, ...	41	...	333	338	...	671	714	...	282
		Nukoor, ...	45	...	364	244	...	608	610	...	200
		Total, ...	221	...	1,698	1,366	...	3,063	3,197	...	1,087
		Dehra Doon, ...	16	...	97	81	52	230	257	55	55
	Bareilly.	Bareilly, ...	139	...	784	420	...	1,204	1,235	...	204
		Aonlah, ...	58	...	307	164	...	471	569	...	37
		Beesulpore, ...	63	...	264	125	...	389	496	...	19
		Pilibhit, ...	87	...	345	541	...	886	841	...	396
		Jehanabad, ...	...	...	...	...	...	...	...	...	...
		Shahi, ...	32	...	196	107	...	303	329	...	15
		Darow, ...	52	...	135	176	...	311	302	...	152
		Furidpore, ...	31	...	97	90	...	187	209	...	4
		Nawabgunj, ...	29	...	105	93	...	198	202	...	32
		Total, ...	491	...	2,233	1,716	...	3,949	4,183	...	859
	Bijnour.	Bijnour, ...	66	...	549	366	...	915	908	...	126
		Naginah, ...	112	...	551	484	...	1,035	986	...	224
		Nujibabad, ...	88	...	731	392	...	1,123	1,078	...	161
		Chandpore, ...	55	...	307	152	...	459	455	...	52
		Dhampore, ...	73	...	251	475	...	726	727	...	291
		Total, ...	394	...	2,389	1,869	...	4,258	4,154	...	854
	Budaon.	Budaon, ...	64	...	344	402	...	746	763	...	66
		Datagunj, ...	9	...	44	5	...	49	54	...	...
		Bissowli, ...	26	...	205	27	...	232	229	...	13
		Gunnour, ...	12	...	65	52	...	117	97	...	34
		Sahswan, ...	31	...	210	132	...	342	352	...	22
		Total, ...	142	...	868	618	...	1,486	1,495	...	135

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language close of the year.				Monthly rate of schooling Fee.	Receipts.			
Persian.	Urdoo.	Sanskrit.	Hindee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								
				Rs. As. P.	Rs. As. P.	Rs. As. P.		
322	48	17	263	0 6 8	4 0 0	...	...	...
117	27	53	529	0 4 10	6 8 0	...	...	...
87	4	16	109	0 7 0	2 8 0	...	...	...
281	17	10	198	0 6 2	10 6 6	...	...	...
489	54	...	114	0 7 5	8 12 2	...	...	...
18	...	...	39	0 9 11	1 8 0	...	...	...
1,314	150	96	1,252	0 6 4	33 10 8	...	...	...
397	12	4	46	0 4 5	...	...	...	...
146	35	10	121	0 6 8	...	...	...	...
196	22	22	184	0 6 1	...	...	...	...
176	10	58	45	0 7 8	...	...	...	...
915	79	94	396	0 6 2	...	...	...	...
414	168	32	363	0 4 8	...	...	...	...
96	8	6	100	0 2 11	...	...	...	...
47	7	46	145	0 0 7	...	...	...	...
110	18	14	120	0 2 10	...	...	...	...
25	21	94	135	0 3 7	...	...	...	...
95	5	...	133	0 3 0	...	...	...	...
787	227	192	996	0 2 11	...	...	...	...
149	12	10	285	0 3 5	...	...	...	...
250	25	28	309	0 4 7	...	...	...	...
160	17	15	405	0 4 8	...	...	...	...
181	8	15	262	0 3 5	...	...	...	...
740	62	68	1,261	0 4 2	...	...	...	...
426	55	25	239	0 2 4	...	...	...	...
162	65	93	376	0 3 5	...	...	...	...
212	62	...	201	0 3 5	...	...	...	...
350	22	5	50	0 2 8	...	...	...	...
1,150	204	123	866	0 2 11	...	...	...	...
56	35	...	70	0 9 10	12 1 0	...	...	...
594	35	49	229	0 5 11	...	360 0 0	...	...
292	179	70	99	0 6 8	4 15 3	57 0 0	...	...
205	64	21	182	0 7 7	...	...	...	...
275	49	9	179	0 4 9	...	...	...	...
...	...	...	...	...	...	...	...	...
275	24	9	71	0 7 4	...	...	...	...
252	40	...	15	0 9 2	...	...	...	...
112	18	4	71	0 9 4	...	...	...	...
148	8	...	28	0 9 7	...	...	...	...
2,153	417	162	874	0 6 10	4 15 3	417 0 0	...	...
345	40	28	411	0 4 6	...	...	...	...
317	97	26	353	0 4 1	...	...	...	...
358	103	38	612	0 5 1	...	...	...	...
199	18	30	170	0 3 5	4 0 0	...	...	...
283	25	19	112	0 3 5	...	...	...	...
1,502	283	141	1,658	0 4 1	4 0 0	...	...	...
575	...	45	70	0 5 5	...	...	...	...
18	...	4	27	0 9 11	0 8 0	...	...	...
156	18	8	16	0 9 5	...	...	...	...
65	2	20	20	0 8 9	...	...	...	...
199	12	33	89	0 6 1	1 0 0	...	...	...
1,013	32	110	222	0 6 7	1 8 0	...	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts—Concluded. Fees, Fines, &c.	Receipts—Concluded. Sale of Books.	Receipts—Concluded. Other Sources.	Receipts—Concluded. Total.
1.	1a.	2.	2a.	3.	15.	16.	17.	18.
						1st CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Allygurh.	Allygurh, ...	63	...	3,500 0 0	...	...	3,504 0 0
		Hathras, ...	44	...	2,362 1 0	...	...	2,368 9 0
		Khyr, ...	20	...	1,142 0 0	...	...	1,144 8 0
		Secundra Rao, ...	40	...	2,097 0 0	...	...	2,107 6 6
		Atrowli, ...	53	...	2,785 5 0	...	...	2,794 1 2
		Iglas, ...	7	...	425 8 0	...	...	427 0 0
		Total, ...	227	...	12,311 14 0	...	...	12,345 8 8
	Boolundshahr.	Boolundshahr, ...	47	...	1,485 14 0	...	492 10 0	1,978 8 0
		Secundrabad, ...	32	...	1,669 0 0	...	...	1,669 0 0
		Anoopshahr, ...	44	...	2,109 6 0	...	...	2,109 6 0
		Khurja, ...	44	...	2,163 8 0	...	...	2,163 8 0
		Total, ...	167	...	7,427 12 0	...	492 10 0	7,920 6 0
	Meerut.	Meerut, ...	91	...	5,146 8 0	...	...	5,146 8 0
		Sirdhana, ...	14	...	712 8 0	...	...	712 8 0
		Baghputh, ...	18	...	552 0 0	...	...	552 0 0
		Ghaziabad, ...	19	...	790 14 0	...	...	790 14 0
		Hapore, ...	23	...	980 0 0	...	...	980 0 0
		Mooana, ...	22	...	987 8 0	...	...	987 8 0
		Total, ...	187	...	9,169 6 0	...	...	9,169 6 0
	Moozufferuggur.	Moozufferuggur, ...	41	...	1,359 0 0	...	...	1,359 0 0
		Jansuth, ...	69	...	2,499 0 0	...	...	2,499 0 0
		Shamli, ...	50	...	2,988 0 0	...	...	2,988 0 0
		Thanapoor Burhana,	29	...	1,410 0 0	...	...	1,410 0 0
		Total, ...	189	...	8,256 0 0	...	...	8,256 0 0
	Saharunpore.	Saharunpore, ...	81	...	1,840 8 0	...	...	1,840 8 0
		Roorkee, ...	54	...	2,112 0 0	...	...	2,112 0 0
		Deobund, ...	41	...	1,828 0 0	...	...	1,828 0 0
		Nukoor, ...	45	...	1,212 0 0	...	...	1,212 0 0
		Total, ...	221	...	6,992 8 0	...	...	6,991 8 0
		Dehra Doon, ...	16	...	1,893 0 0	...	...	1,905 1 0
	Bareilly.	Bareilly, ...	139	...	1,318 7 0	...	3,792 12 0	5,471 3 0
		Aonlah, ...	58	...	982 5 0	...	1,794 10 0	2,838 14 3
		Beesulpore, ...	63	...	169 4 0	...	2,154 12 0	2,824 0 0
		Pilibhit, ...	87	...	1,006 8 0	...	1,998 0 0	3,004 8 0
		Jehanabad, ...	...	...	...	...	...	...
		Shahi, ...	32	...	590 12 0	...	1,213 6 0	1,804 2 0
		Darow, ...	52	...	582 8 0	...	2,096 0 0	2,678 8 0
		Furidpore, ...	31	...	152 10 0	...	1,309 8 0	1,462 2 0
		Nawabgunj, ...	29	...	335 0 0	...	1,121 0 0	1,456 0 0
		Total, ...	491	...	5,637 6 0	...	15,480 0 0	21,539 5 3
	Bijnour.	Bijnour, ...	66	...	3,071 8 0	...	...	3,071 8 0
		Naginah, ...	112	...	3,043 8 0	...	...	3,043 8 0
		Nujibabad, ...	88	...	4,096 13 0	...	...	4,096 13 0
		Chandpore, ...	55	...	1,161 0 0	...	...	1,165 0 0
		Dhampore, ...	73	...	1,864 8 0	...	...	1,864 8 0
		Total, ...	394	...	13,237 5 0	...	...	13,241 5 0
	Budaon.	Budaon, ...	64	...	679 8 0	...	2,431 8 0	3,111 0 0
		Datagunj, ...	9	...	114 0 0	...	288 0 0	402 8 0
		Bissowli, ...	26	...	200 4 0	...	1,416 0 0	1,616 4 0
		Gunnour, ...	12	...	129 0 0	...	510 0 0	639 0 0
		Sahswan, ...	31	...	615 0 0	...	987 12 0	1,603 12 0
		Total, ...	142	...	1,737 12 0	...	5,633 4 0	7,372 8 0

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
3,500 0 0	4 0 0	3,504 0 0	...	...	4 15 3	0 0 1	
2,362 1 0	6 8 0	2,368 9 0	...	...	3 10 1	0 0 2	
1,142 0 0	2 8 0	1,144 8 0	...	...	5 4 5	0 0 2	
2,097 0 0	10 6 6	2,107 6 6	...	...	4 10 5	0 0 4	
2,785 5 0	8 12 2	2,794 1 2	...	...	5 9 9	0 0 3	
425 8 0	1 8 0	427 0 0	...	...	7 7 10	0 0 5	
12,311 14 0	33 10 8	12,345 8 8	...	...	4 12 6	0 0 2	
1,485 14 0	492 10 0	1,978 8 0	...	...	3 11 2	...	
1,669 0 0	...	1,669 0 0	...	...	5 0 2	...	
2,109 6 0	...	2,109 6 0	...	...	4 8 11	...	
2,163 8 0	...	2,163 8 0	...	...	5 11 10	...	
7,427 12 0	492 10 0	7,920 6 0	...	...	4 10 2	...	
4,248 0 0	898 8 0	5,146 8 0	...	...	4 5 0	...	
480 0 0	232 8 0	712 8 0	...	...	3 4 9	...	
120 0 0	432 0 0	552 0 0	...	...	1 14 4	...	
528 0 0	262 14 0	790 14 0	...	...	3 4 1	...	
734 0 0	246 0 0	980 0 0	...	...	3 8 10	...	
555 8 0	432 0 0	987 8 0	...	...	4 0 3	...	
6,665 8 0	2,503 14 0	9,169 6 0	...	...	3 11 6	...	
813 0 0	546 0 0	1,359 0 0	...	...	2 8 7	...	
1,860 0 0	639 0 0	2,499 0 0	...	...	3 6 9	...	
1,512 0 0	1,476 0 0	2,988 0 0	...	...	3 8 5	...	
966 0 0	444 0 0	1,410 0 0	...	...	2 9 1	...	
5,151 0 0	3,105 0 0	8,256 0 0	...	...	3 1 7	...	
1,152 0 0	688 8 0	1,840 8 0	...	...	1 12 2	...	
722 4 0	1,389 12 0	2,112 0 0	...	...	2 8 9	...	
1,043 0 0	785 8 0	1,828 0 0	...	...	2 9 0	...	
840 0 0	372 0 0	1,212 0 0	...	...	1 15 9	...	
3,757 4 0	3,235 4 0	6,992 8 0	...	...	2 2 11	...	
1,692 0 0	213 1 0	1,905 1 0	...	...	7 6 7	0 0 9	
4,152 12 0	1,318 7 0	5,471 3 0	...	...	4 6 11	...	
1,851 10 0	987 4 3	2,838 14 3	...	...	4 15 10	0 0 2	
2,154 12 0	669 4 0	2,824 0 0	...	...	5 11 1	...	
1,998 0 0	1,006 8 0	3,004 8 0	...	...	3 9 2	...	
...	..	...	...	...	...	...	
1,213 6 0	590 12 0	1,804 2 0	...	...	5 7 9	...	
2,096 0 0	582 8 0	2,678 8 0	...	...	8 13 11	...	
1,309 8 0	152 10 0	1,462 2 0	...	...	6 15 11	...	
1,121 0 0	335 0 0	1,456 0 0	...	...	7 3 4	...	
15,897 0 0	5,642 5 3	21,539 5 3	...	...	5 2 5	...	
3,071 8 0	...	3,071 8 0	...	...	3 5 5	...	
3,043 8 0	...	3,043 8 0	...	...	3 1 5	...	
4,096 13 0	...	4,096 13 0	...	...	3 12 10	...	
1,161 0 0	4 0 0	1,165 0 0	...	...	2 8 10	0 0 2	
1,864 8 0	...	1,864 8 0	...	...	2 9 0	...	
13,237 5 0	4 0 0	13,241 5 0	...	...	2 2 9	...	
2,431 8 0	679 8 0	3,111 0 0	...	...	4 1 0	...	
288 0 0	114 8 0	402 8 0	...	...	7 7 3	0 0 2	
1,416 0 0	200 4 0	1,616 4 0	...	...	7 0 6	...	
510 0 0	129 0 0	639 0 0	...	...	6 9 5	...	
987 12 0	616 0 0	1,603 12 0	...	...	4 8 11	0 0 1	
5,633 4 0	1,739 4 0	7,372 8 0	...	...	4 14 11	...	

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of guage English.	Arabic.
1.	1a.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
								1st CIRCLE, DEPARTMENT			
Indigenous Schools.	Moradabad.	Moradabad, ...	67	...	343	368	...	711	540	...	216
		Bilari, ...	26	...	156	73	...	229	179	...	43
		Sumbhul, ...	66	...	197	883	...	580	374	...	152
		Hussunpore, ...	20	...	83	128	...	211	152	...	40
		Amroha, ...	60	...	227	369	...	596	486	...	142
		Thakur Dwara, ...	34	...	275	55	...	330	276	...	32
		Kashipore, ...	23	...	109	82	...	191	122	...	64
		Total, ...	296	...	1,390	1,458	...	2,848	2,129	...	689
	Shahjehanpore.	Shahjehanpore, ...	50	...	270	175	...	445	445	...	36
		Tilhur, ...	15	...	119	43	...	162	225	...	...
		Jalalabad, ...	10	...	57	32	...	89	101	...	...
		Powain, ...	4	...	53	25	...	78	78	...	...
		Khootar, ...	...	...	...	...	...	...	...	...	...
		Total, ...	79	...	499	275	...	774	849	...	36
		Grand Total, ...	2,409	...	15,465	10,555	60	26,080	25,681	61	5,252
								2nd CIRCLE, DEPARTMENT			
	Agra.	Huzoor Tahsil, ...	107	Different dates.	1,053	474	...	1,527	1,165	83	139
		Eradutnuggur, ...	2		31	...	...	31	6	...	...
		Euttehabad, ...	7		14	27	...	41	39	...	...
		Etmadpore, ...	6		30	11	...	41	38	...	...
		Ferozabad, ...	7		35	33	...	68	61	...	10
		Bah, ...	4		38	...	...	38	36	...	...
		Khyragurh, ...	4		12	6	...	18	16	...	6
		Futtehpore Sicri, ...	7		71	4	...	75	78	...	...
		Furreh, ...	4		34	13	...	47	43	...	12
		Total, ...	148	...	1,318	568	...	1,886	1,482	83	161
	Cawnpore.	Jajmow, ...	120	Different dates.	1,399	423	113	1,935	1,739	577	240
		Sarh Salempore, ...	9		86	...	...	86	79	...	...
		Ghatampore, ...	14		89	7	...	96	92	...	4
		Bilhour, ...	21		102	24	...	126	98	...	22
		Sheoli, ...	20		121	5	...	126	94	...	3
		Bithoor, ...	39		325	19	...	344	280	...	4
		Akberpore, ...	13		95	13	...	108	100	...	...
		Bhognipore, ...	23		99	43	...	142	133	...	...
		Secundra, ...	7		22	11	...	33	30	...	3
		Dehrapore, ...	10		51	3	...	54	50	...	...
		Rusoolabad, ...	8		60	1	...	61	55	...	...
		Total, ...	284	...	2,449	549	113	3,111	2,750	577	276
	Etah.	Etah, ...	31	Different dates.	308	144	...	452	452	...	19
		Aligunge, ..	25		185	86	...	271	271	...	8
		Kasgunge, ...	29		435	106	...	541	541	...	12
		Total, ...	85	...	928	336	..	1,264	1,264	...	39
	Etawah.	Etawah, ...	17	Different dates.	125	64	...	189	189	...	25
		Bhurthana, ...	10		56	9	...	65	65	...	...
		Bidhouna, ...	19		80	9	...	89	89	...	4
		Phuppoond, ...	14		77	16	...	93	93	...	...
		Dulailnugger, ...	27		138	66	...	204	204	...	59
		Total, ...	87	...	476	164	...	640	640	...	88
	Furrukhabad.	Huzoor Tahsil, ...	78	Different dates.	487	397	...	884	870	...	60
		Chibramow, ...	39		222	80	...	302	222	14	...
		Thatia Tirwa, ...	31		212	36	...	248	233	2	9
		Kanouj, ...	41		440	106	...	346	286	5	3
		Kaimgunje, ..	51		240	228	...	468	460	...	80
		Allygurh, ...	6		28	5	...	33	31	...	...
		Total, ...	246	...	1,429	852	...	2,281	2,102	21	152

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the Year							Monthly rate of Schooling Fee.	Receipts.			
Persian.	Urdoo.	Sanskrit.	Hindee.	Maharatti.	Bengali.	Kayashthi.		From Government.	Proceeds of Endowment	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	9g.	9h.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.											
							Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.
411	58	...	113	...	...	..	0 8 3	...	...	...	...
96	1	...	96	...	...	...	0 9 2	...	...	...	...
413	14	11	69	...	...	...	0 10 7	...	...	...	...
146	...	...	57	...	...	...	0 8 1	...	...	...	...
387	2	...	177	...	...	...	0 7 9	...	...	...	...
72	104	7	126	...	...	...	0 12 4	...	...	...	420 0 0
61	1	1	70	...	...	...	0 8 8	...	...	...	...
1,586	180	19	708	...	...	...	0 9 0	...	...	...	420 0 0
365	17	15	201	...	...	...	0 4 1	...	...	...	...
129	23	...	35	...	...	...	0 4 11	...	...	...	...
79	14	...	15	...	...	...	0 7 7	...	...	...	...
53	...	...	25	...	...	...	0 6 2	...	...	...	...
...	..	...	...	...	..	...	...	...	...	...	...
626	54	15	276	...	...	...	0 4 10	...	...	...	...
11,841	1,523	1,050	8,579	...	...	...	...	56 2 11	417 0 0	...	420 0 0
PUBLIC INSTRUCTION, N-W. P											
591	71	141	526	...	...	...	Different rates.	...	...	...	...
...	...	5	26	...	...	...		...	...	...	...
21	5	...	10	...	...	...		...	...	...	...
11	...	...	30	...	...	...		...	...	...	...
60	5	...	...	...	...	...		...	...	...	...
18	...	...	20	...	...	...		...	...	...	...
7	2	...	5	...	...	...		...	...	...	...
18	...	...	57	...	...	...		...	...	...	...
37	...	...	...	...	...	...		...	...	...	...
763	83	146	674	...	...	...	...	...	...	...	...
498	35	43	170	...	...	625	Different rates.	...	...	...	...
16	...	15	...	...	...	55		...	...	...	...
31	...	...	...	...	...	63		...	...	...	...
42	9	...	7	...	...	62		...	...	...	...
34	7	32	10	...	...	57		...	...	...	...
16	5	33	3	32	...	194		...	...	...	...
45	...	...	...	...	...	63		...	...	...	...
79	...	...	...	...	...	62		...	...	...	...
18	...	11	...	...	...	1		...	...	...	...
20	...	10	...	...	...	24		...	...	...	...
18	21	22	5	..	...	23		...	...	...	...
817	77	166	195	32	...	1229	...	...	...	...	...
348	...	15	94	...	...	...	Different rates.	...	312 0 0	...	...
212	...	9	25	...	...	35		...	...	...	...
215	...	36	35	...	...	298		...	...	...	...
775	...	60	154	...	...	333	...	...	312 0 0	...	...
142	15	19	5	...	...	...	Different rates.	...	...	...	...
25	5	35	8	...	...	...		...	...	...	...
27	...	...	58	...	...	...		...	...	...	...
65	...	10	18	...	...	...		...	...	...	...
67	...	...	78	...	...	...		...	...	...	...
326	20	64	167	...	...	...	...	...	...	...	...
225	111	6	168	...	...	120	Different rates.	...	...	...	...
199	15	...	23	...	...	...		...	...	...	...
155	1	45	103	...	...	22		...	...	...	...
161	6	56	77	...	...	72		...	96 0 0	...	...
282	17	2	83	...	...	...		...	...	...	...
33	5	...	...	...	...	...		...	...	...	...
1,055	155	109	454	...	...	214	...	...	96 0 0	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts—Concluded. Fees, Fines, &c.	Receipts—Concluded. Sale of Books.	Receipts—Concluded. Other Sources.	Receipts—Concluded. Total.
1.	1a.	2.	2a.	3.	15.	16.	17.	18.
							1st CIRCLE, DEPARTMENT	
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Moradabad.	Moradabad, ...	67	...	...	...	3,355 8 0	3,355 8 0
		Bilari, ...	26	...	...	...	1,233 12 0	1,233 12 0
		Sumbhul, ...	66	...	...	...	2,977 5 0	2,977 5 0
		Hussunpore, ...	20	...	...	...	921 12 0	921 12 0
		Amroha, ...	60	...	...	...	2,814 0 0	2,814 0 0
		Thakur Dwara, ...	34	...	...	...	1,468 8 0	1,888 8 0
		Kashipore, ...	23	...	...	...	795 12 0	795 12 0
		Total, ...	296	...	...	...	13,566 9 0	13,986 9 0
	Shahjehanpore.	Shahjehanpore, ...	50	...	333 12 0	...	1,040 0 0	1,373 12 0
		Tilhur, ...	15	...	468 12 0	...	354 0 0	822 12 0
		Jalalabad, ...	10	...	297 12 0	...	270 0 0	567 12 0
		Powain, ...	4	...	270 0 0	...	108 0 0	378 0 0
		Khootar, ...	...	...	...	...	...	...
		Total, ...	79	...	1,370 4 0	...	1,772 0 0	3,142 4 0
		Grand Total, ...	2,409	...	68,033 3 0	...	36,944 7 0	1,05,870 12 11
							2nd CIRCLE, DEPARTMENT	
	Agra.	Huzoor Tahsil, ...	107	Different dates.	5,541 0 0	...	...	5,541 0 0
		Eradutnuggur, ...	2		48 0 0	...	...	48 0 0
		Euttehabad, ...	7		486 0 0	...	...	486 0 0
		Etmadpore, ...	6		324 0 0	...	...	324 0 0
		Ferozabad, ...	7		480 0 0	...	...	480 0 0
		Bah, ...	4		216 0 0	...	11 4 0	227 4 0
		Khyragurh, ...	4		36 0 0	...	...	36 0 0
		Futtehpore Sicri, ...	7		360 0 0	...	...	360 0 0
		Furreh, ...	4		156 0 0	...	...	156 0 0
		Total, ...	148	...	7,647 0 0	...	11 4 0	7,658 4 0
	Cawnpore	Jajmow, ...	120	Different dates.	15,312 9 0	...	...	15,312 9 0
		Sarh Salempore, ...	9		409 8 0	...	...	409 8 0
		Ghatampore, ...	14		634 8 0	...	...	634 8 0
		Bilhour, ...	21		916 8 0	...	...	916 8 0
		Sheoli, ...	20		823 8 0	...	...	823 8 0
		Bithoor, ...	39		1,405 0 0	...	...	1,405 0 0
		Akberpore, ...	13		665 4 0	...	...	665 4 0
		Bhognipore, ...	23		964 8 0	...	...	964 8 0
		Secundra, ...	7		367 0 0	...	...	367 0 0
		Dehrapore, ...	10		468 0 0	...	...	468 0 0
		Rusoolabad, ...	8		449 4 0	...	...	449 4 0
		Total, ...	284	...	22,415 9 0	...	...	22,415 9 0
	Etah.	Etah, ...	31	Different dates.	1,958 0 0	...	...	2,270 0 0
		Ahgunge, ...	25		1,232 11 0	...	...	1,232 11 0
		Kasgunge, ...	29		1,904 0 0	...	...	1,904 0 0
		Total, ...	85	...	5,094 11 0	...	...	5,406 11 0
	Etawah.	Etawah, ...	17	Different dates.	1,140 0 0	...	300 0 0	1,440 0 0
		Bhurthana, ...	10		208 0 0	...	15 0 0	223 0 0
		Bidhouna, ...	19		915 0 0	...	51 0 0	966 0 0
		Phuppoond, ...	14		708 0 0	...	64 8 0	772 8 0
		Dulailnugger, ...	27		1,239 0 0	...	106 2 0	1,345 2 0
		Total, ...	87	...	4,210 0 0	...	536 10 0	4,746 10 0
	Furrukhabad.	Huzoor Tahsil, ...	78	Different dates.	2,100 0 0	...	685 5 0	2,785 5 0
		Chibramow, ...	39		1,770 8 0	...	516 0 0	2,286 8 0
		Thatia Tirwa, ...	31		1,056 0 0	...	540 0 0	1,596 0 0
		Kanouj, ...	41		1,282 8 0	...	1,005 0 0	2,383 8 0
		Kaimgunje, ...	51		1,388 4 0	...	856 10 0	2,444 14 0
		Allygurh, .	6		243 0 0	...	220 13 0	463 13 0
		Total, ...	246	...	7,840 4 0	...	3,823 12 0	11,760 0 0

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
3,355 8 0	...	3,355 8 0	...	...	6 3 5	...	
1,233 12 0	...	1,233 12 0	...	...	6 14 3	...	
2,977 5 0	...	2,977 5 0	...	...	7 15 4	...	
921 12 0	...	921 12 0	...	...	6 1 0	...	
2,814 0 0	...	2,814 0 0	...	...	5 12 8	...	
1,468 8 0	...	1,468 8 0	...	...	6 13 6	...	
795 12 0	...	795 12 0	...	...	6 8 4	...	
13,986 9 0	...	13,986 9 0	...	...	6 9 1	...	
1,040 0 0	333 12 0	1,373 12 0	...	...	3 1 5	...	
354 0 0	468 12 0	822 12 0	...	...	3 10 6	...	
270 0 0	297 12 0	567 12 0	...	...	3 9 11	...	
108 0 0	270 0 0	378 0 0	...	...	4 13 6	...	
...	...	...	...	...	...	...	
1,772 0 0	1,370 4 0	3,142 4 0	...	...	3 11 3	...	
87,531 8 0	18,339 4 11	105,870 12 11	...	...	4 1 11	0 4 9	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
4,806 0 0	735 0 0	5,541 0 0	...	...	4 12 1	...	
24 0 0	24 0 0	48 0 0	...	...	8 0 0	...	
318 0 0	168 0 0	486 0 0	...	...	12 7 5	...	
324 0 0	...	324 0 0	...	...	7 14 6	...	
480 0 0	...	480 0 0	...	...	7 1 0	...	
216 0 0	11 4 0	227 4 0	...	...	5 15 7	...	
36 0 0	...	36 0 0	...	...	2 4 0	...	
132 0 0	228 0 0	360 0 0	...	...	4 9 10	...	
156 0 0	...	156 0 0	...	...	3 10 1	...	
6,492 0 0	1,166 4 0	7,658 4 0	...	...	5 2 8	...	
13,137 9 0	2,175 0 0	15,312 9 0	...	...	8 12 11	...	
307 8 0	102 0 0	409 8 0	...	...	5 2 11	...	
456 0 0	170 8 0	634 8 0	...	...	6 14 4	...	
623 4 0	293 4 0	916 8 0	...	...	9 5 8	...	
530 7 0	293 1 0	823 8 0	...	...	8 12 2	...	
1,034 8 0	370 8 0	1,405 0 0	...	...	5 0 3	...	
473 4 0	192 0 0	665 4 0	...	...	6 10 5	...	
916 8 0	48 0 0	964 8 0	...	...	7 4 0	...	
342 0 0	25 0 0	367 0 0	...	...	12 3 9	...	
348 0 0	120 0 0	448 0 0	...	...	9 5 9	...	
299 4 0	150 0 0	449 4 0	...	...	8 2 8	...	
18,468 4 0	3,947 5 0	22,415 9 0	...	...	8 2 5	...	
2,196 0 0	74 0 0	2,270 0 0	...	...	5 0 4	...	
1,212 0 0	20 11 0	1,232 11 0	...	...	4 8 9	...	
1,884 0 0	20 0 0	1,904 0 0	...	...	3 8 4	...	
5,292 0 0	114 11 0	5,406 11 0	...	...	4 4 5	...	
1,140 0 0	300 0 0	1,440 0 0	...	...	7 9 11	...	
208 0 0	15 0 0	223 0 0	...	...	3 6 10	...	
915 0 0	51 0 0	966 0 0	...	...	10 13 8	...	
708 0 0	64 8 0	772 8 0	...	...	8 4 11	...	
1,239 0 0	106 2 0	1,345 2 0	...	...	6 9 6	...	
4,210 0 0	536 10 0	4,746 10 0	...	...	7 6 8	...	
2,100 0 0	685 5 0	2,785 5 0	...	...	3 3 3	...	
1,770 8 0	516 0 0	2,286 8 0	...	...	10 4 9	...	
1,056 0 0	540 0 0	1,696 0 0	...	...	6 13 7	...	
1,378 8 0	1,005 0 0	2,383 8 0	...	...	8 5 4	...	
1,388 4 0	856 10 0	2,244 14 0	...	...	5 5 0	...	
243 0 0	220 13 0	463 13 0	...	...	14 15 5	...	
7,936 4 0	3,823 12 0	11,760 0 0	...	...	5 9 6	...	

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of Guage English.	Arabic.
1.	1a.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
									2ND CIRCLE, DEPARTMENT		
Indigenous Schools	Humeerpore.	Humeerpore, ...	9	Different dates.	64	7	...	71	70	...	...
		Soomairpore, ...	4		15	1	...	16	16	...	1
		Jalalpore, ...	6		23	5	...	28	28	...	...
		Jeitpore, ...	3		28	5	...	33	30	...	...
		Modha, ...	3		5	17	...	22	22	...	...
		Mahoba, ...	1		9	3	...	12	12	6	...
		Punwari, ...	4		41	20	...	61	59	...	20
		Raath ...	13		130	7	...	137	133	...	5
		Total, ...	43	...	315	65	...	380	370	6	26
	Jaloun.	Jaloun, ...	7	Different dates.	105	7	...	112	100	20	...
		Madhogurh, ...	5		71	2	...	73	51	...	...
		Konch ...	6		142	9	...	151	59	...	...
		Orai, ...	9		145	15	...	160	91	...	...
		Otta, ...	5		91	29	...	120	69	...	3
		Total, ...	32	...	564	62	...	616	370	20	3
	Jhansie.	Jhansie, ...	10	Different dates.	110	29	...	139	113	...	18
		Mote, ...	7		57	...	...	57	47	...	...
		Garowtha, ...	13		172	...	...	172	145	...	...
		Mow, ...	9		224	12	...	236	212	...	5
		Purwaha, ...	4		24	5	...	29	27	...	3
		Total, ...	43	...	587	46	...	633	544	...	26
	Lullutpore.	Lullutpore, ...	9	Different dates.	93	5	...	98	98	...	...
		Mahrowni, ...	13		117	...	...	117	117	...	...
		Total, ...	22	...	210	5	...	215	215	...	...
	Muthra.	Hazoor Tehseel, ...	68	Different dates.	1,373	62	...	1,435	929	...	12
		Areeng, ...	6		81	2	...	83	76	...	...
		Chata, ...	6		88	15	...	103	82	...	...
		Kosee, ...	5		48	7	...	55	43	...	...
		Nowjhil, ...	3		28	5	...	33	25	...	...
		Mahabun, ...	13		120	13	...	133	77	...	2
		Sadabad, ...	4		26	1	...	27	21	...	...
		Jalaisur, ...	25		225	90	...	315	252	...	2
		Total, ...	130	...	1,989	195	...	2,184	1,505	...	16
	Mynpoorie.	Mynpoorie, ...	23	Different dates.	195	47	...	242	207	...	1
		Kurhul, ...	1		2	15	...	17	17	...	3
		Bhogaon, ...	15		126	42	...	168	116	...	3
		Moostafabad, ...	5		18	11	...	29	25	...	...
		Shikohabad, ...	10		52	70	...	122	104	...	...
		Total, ...	54	...	393	185	...	578	469	...	7
		Grand Total, ...	1,174	...	10,648	3,027	113	13,788	11,711	707	794
									3RD CIRCLE, DEPARTMENT		
	Allahabad.	Arail, ...	5	Different dates.	19	11	...	30	24	...	2
		Bara, ...	2		18	...	...	18	15	...	...
		Chail, ...	55		245	280	...	525	510	350	172
		Handia, ...	16		70	80	...	150	137	...	26
		Kara, ...	12		65	70	...	135	118	...	60
		Khyragurh, ...	3		10	6	...	16	13	...	...
		Pachim Soraira, ..	16		35	65	...	100	88	...	28
		Phoolpore, ...	12		75	85	...	160	145	...	21
		Sewram, ...	36		155	170	...	320	299	...	50
		Total, ...	167	...	692	767	...	1,459	1,349	350	359
	Azimgurh.	Deogaon, ...	9	Different dates.	78	16	...	94	94	...	4
		Hazoor Tahseel, ...	27		133	85	...	218	218	...	68
		Jeanpore, ...	36		250	70	...	320	320	...	47
		Mahomdabad, .	25		42	137	...	179	179	...	18
		Mahool, ...	52		143	122	...	265	265	...	38
		Nugra, ...	26		129	81	...	220	220	...	42
		Total, ...	175	...	785	511	...	1,296	1,296	...	216

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fee.	Receipts.			
Persian.	Urdoo.	Sanskrit.	Hindee.	Maharatti.	Bengali.	Kayashthi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	9g.	9h.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.											
								Rs. As. P.	Rs. As. P.	...	
41	...	...	...	...	...	30	Various rates.	...	...	...	...
...	...	...	...	...	...	15		...	...	...	...
5	...	...	...	...	...	23		...	...	...	...
...	...	...	...	...	...	33		...	...	...	...
...	...	...	...	...	...	16		...	...	...	...
12	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	41		...	...	...	...
2	...	...	...	...	...	130		...	...	...	...
60	...	...	...	...	...	288	...	...	...	...	...
69	...	33	...	...	...	38	Various rates.	...	...	...	...
12	...	12	...	...	...	49		...	...	...	...
...	...	...	...	...	...	151		...	...	...	...
33	...	...	...	...	...	127		...	...	...	...
30	...	...	...	...	...	87		...	...	...	...
144	...	45	...	...	...	452	...	...	...	...	...
20	16	33	30	12	...	70	Various rates.	...	...	...	...
...	...	...	...	...	...	57		...	...	...	...
6	...	37	...	34	...	95		0 10 9	...	...	...
5	6	10	50	...	...	167		1 13 6	...	...	...
6	4	...	7	...	...	25		...	...	...	...
37	26	80	87	46	...	414	...	2 8 3	...	...	...
17	...	...	81	...	...	...	Various rates.	...	...	...	...
3	...	...	114	...	...	...		...	...	...	...
20	...	...	195	...	...	...	...	...	...	...	...
226	...	577	578	...	9	...	Various rates.	...	...	...	...
8	7	35	40	...	...	...		...	...	...	...
59	...	11	33	...	...	...		...	...	...	...
24	...	2	29	...	...	...		...	...	...	...
33	...	...	...	...	...	...		...	...	...	...
43	1	28	61	...	...	...		...	...	...	...
23	2	...	3	...	...	...		...	...	...	...
170	7	12	127	...	...	...		...	...	...	...
586.	17	665	871	...	9	...	...	...	...	...	...
213	...	...	29	...	...	...	Various rates.	...	...	...	...
17	...	...	...	...	...	...		...	...	...	...
126	...	24	18	...	...	...		...	...	...	...
29	...	...	...	...	...	...		...	...	...	...
122	...	...	...	...	...	...		...	...	...	...
507	...	24	47	...	...	...	...	...	...	...	...
5,090	378	1,359	2,844	78	9	2932	...	2 8 3	408 0 0	...	...
PUBLIC INSTRUCTION, N-W. P.											
25	5	12	10	...	...	20	Various rates.	...	...	...	...
...	...	15	18	...	...	18		...	...	...	...
325	150	120	130	6	87	187		...	...	...	...
35	70	8	15	...	...	54		...	...	...	...
105	40	14	22	...	...	69		...	...	...	...
...	...	12	10	...	...	17		...	...	...	...
60	35	12	40	...	...	67		...	...	...	...
40	87	35	97	...	...	185		...	...	...	...
152	67	58	67	...	...	117		...	...	...	...
742	454	286	409	6	87	734	...	...	...	...	...
25	...	37	...	...	...	...	Various rates.	...	...	...	...
64	20	63	25	...	10	70		...	...	...	...
91	11	83	13	...	...	125		...	...	...	...
25	8	10	22	...	...	13		...	...	...	...
132	8	90	23	...	...	...		...	...	...	...
158	36	22	10	...	...	18		...	...	...	...
495	83	305	83	...	10	226	...	...	...	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts—Concluded. Fees, Fines, &c.	Receipts—Concluded. Sale of Books.	Receipts—Concluded. Other Sources.	Receipts—Concluded. Total.
1.	1a.	2.	2a.	3.	15.	16.	17.	18.
								2ND CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Humeepore.	Humeerpore, ...	9	Different dates.	393 5 0	...	...	393 5 0
		Soomairpore, ...	4		132 12 0	...	...	132 12 0
		Jalalpore, ...	6		274 8 0	...	...	274 8 0
		Jeitpore, ...	3		72 0 0	...	...	72 0 0
		Modha, ...	3		194 9 0	...	...	194 9 0
		Mahoba, ...	1		72 0 0	...	...	72 0 0
		Punwari, ...	4		228 0 0	...	...	288 0 0
		Raath ...	13		591 0 0	...	...	591 0 0
		Total, ...	43	...	1,958 2 0	...	...	1,958 0 0
	Jaloun.	Jaloun, ...	7	Different dates.	400 0 0	...	...	400 0 0
		Madhogurh, ...	5		276 0 0	...	...	276 0 0
		Konch ...	6		318 0 0	...	...	318 0 0
		Orai, ...	9		474 12 0	...	...	474 12 0
		Otta, ...	5		384 0 0	...	...	384 0 0
		Total, ...	32	...	1,852 12 0	...	...	1,852 12 0
	Jhansie.	Jhansie, ...	10	Different dates.	641 10 0	...	...	641 10 0
		Mote, ...	7		216 0 0	...	...	216 0 0
		Garowtha, ...	13		659 4 0	...	...	659 14 9
		Mow, ...	9		570 0 0	...	...	571 13 6
		Purwaha, ...	4		270 0 0	...	...	270 0 0
		Total, ...	43	...	2,356 14 0	...	...	2,359 6 3
	Lullutpore.	Lullutpore, ...	9	Different dates.	444 0 0	...	...	444 0 0
		Mahrowni, ...	13		523 8 0	...	...	523 8 0
		Total, ...	22	...	967 8 0	...	...	967 8 0
	Muthra.	Hazoor Tehseel, ...	68	Different dates.	4,051 8 0	...	...	4,051 8 0
		Areeng, ...	6		180 0 0	...	...	180 0 0
		Chata, ...	6		312 0 0	...	...	312 0 0
		Kosee, ...	5		312 0 0	...	...	312 0 6
		Nowjhil, ...	3		204 0 0	...	...	204 0 0
		Mahabun, ...	13		432 8 0	...	...	432 8 0
		Sadabad, ...	4		198 0 0	...	...	198 0 0
		Jalaisur, ...	25		1,097 14 0	..	...	1,097 14 0
		Total, ...	130	...	6,787 14 0	...	...	6,787 14 0
	Mynpoorie.	Mynpoorie, ...	23	Different dates.	1,698 0 0	...	...	1,698 0 0
		Kurhul, ...	1		72 0 0	...	...	72 0 0
		Bhogaon, ...	15		756 0 0	...	...	756 0 0
		Moostafabad, ...	5		300 0 0	...	...	300 0 0
		Shikohabad, ...	10		621 0 0	...	...	621 0 0
		Total, ...	54	...	3,447 0 0	...	..	3,447 0 0
		Grand Total, ...	1,174	...	64,577 10 0	...	4,371 10 0	69,359 12 3
								3RD CIRCLE, DEPARTMENT
	Allahabad.	Arail, ...	5	Different dates.	150 14 0	...	20 5 0	171 3 0
		Bara, ...	2		108 2 0	...	4 0 0	107 0 0
		Chail, ...	55		2,250 13 0	...	36 4 0	2,287 1 0
		Handia, ...	16		960 9 6	...	10 2 0	970 11 0
		Kara, ...	12		945 5 0	...	11 1 0	956 6 0
		Khyragurh, ...	3		114 0 0	...	10 0 0	124 0 0
		Pachim Seraira, ...	16		1,072 9 0	...	37 9 0	1,110 2 0
		Phoolpore, ...	12		905 3 0	...	38 7 0	943 10 0
		Sewram, ...	36		1,521 12 0	...	50 5 0	1,572 1 0
		Total, ...	167	...	6,024 3 0	...	218 1 0	6,242 4 0
	Azimgurh.	Deogaon, ...	9	Different dates.	330 0 0	...	...	330 0 0
		Hazoor Tahseel, ...	27		1,106 12 0	...	...	1,106 12 0
		Jeanpore, ...	36		2,124 8 0	...	...	2,124 8 0
		Mahomdabad, ...	25		374 6 3	...	...	374 6 3
		Mahool, ...	52		1,202 8 0	...	...	1,202 8 0
		Nugra, ...	26		1,747 8 0	...	...	1,747 8 0
		Total, ...	175	...	6,595 10 3	...	...	6,595 10 3

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
340 13 0	52 8 0	393 5 0	...	...	5 9 11	...	
77 4 0	55 8 0	132 12 0	...	...	8 4 9	...	
172 8 0	102 0 0	274 8 0	...	...	9 12 10	...	
42 0 0	30 0 0	72 0 0	...	...	2 6 5	...	
151 1 0	43 8 0	194 9 0	...	...	8 13 6	...	
48 0 0	24 0 0	72 0 0	...	...	6 0 0	...	
165 0 0	63 0 0	228 0 0	...	...	3 13 10	...	
414 0 0	177 0 0	591 0 0	...	...	4 7 1	...	
1,410 10 0	547 8 0	1,958 2 0	...	...	5 4 8	...	
322 0 0	78 0 0	400 0 0	...	...	4 0 0	...	
216 0 0	60 0 0	276 0 0	...	...	5 6 7	...	
294 0 0	24 0 0	318 0 0	...	...	5 6 3	...	
444 0 0	30 12 0	474 12 0	...	...	5 3 6	...	
348 0 0	36 0 0	384 0 0	...	...	5 9 0	...	
1,624 0 0	228 12 0	1,852 12 0	...	...	5 0 1	...	
641 10 0	...	641 10 0	...	...	5 10 10	...	
216 0 0	...	216 0 0	...	...	4 9 6	...	
659 4 0	0 10 9	659 14 9	...	...	4 8 10	0 0 1	
570 0 0	1 13 6	571 13 6	...	...	2 11 2	0 0 2	
270 0 0	...	270 0 0	...	...	10 0 0	...	
2,356 14 0	2 8 3	2,359 6 3	...	...	4 5 5	0 0 1	
444 0 0	...	444 0 0	...	...	4 8 6	...	
511 8 0	12 0 0	523 8 0	...	...	4 7 7	...	
955 8 0	12 0 0	967 8 0	...	...	4 8 0	...	
3,106 8 0	945 0 0	4,051 8 0	...	...	4 6 1	...	
180 0 0	...	180 0 0	...	...	2 5 11	...	
312 0 0	...	312 0 0	...	...	3 12 0	...	
312 0 0	...	312 0 0	...	...	7 4 1	...	
204 0 0	..	204 0 0	...	...	5 11 10	...	
360 8 0	72 0 0	432 8 0	...	...	8 2 0	...	
198 0 0	...	198 0 0	...	...	9 6 4	...	
1,063 6 0	34 8 0	1,097 14 0	...	...	4 5 8	...	
5,736 6 0	1,051 8 0	6,787 14 0	...	...	4 8 0	...	
1,326 0 0	372 0 0	1,698 0 0	...	...	8 3 3	...	
72 0 0	...	72 0 0	...	...	4 3 9	...	
612 0 0	144 0 0	756 0 0	...	...	6 8 3	...	
204 0 0	96 0 0	300 0 0	...	...	12 0 0	...	
549 0 0	72 0 0	621 0 0	...	...	5 15 6	...	
2,763 0 0	684 0 0	3,447 0 0	...	...	7 5 7	...	
57,244 14 0	12,114 14 3	69,359 12 3	...	...	5 13 0	...	
PUBLIC INSTRUCTION, N.-W. P.							
150 14 0	20 5 0	171 3 0	...	...	7 2 1	...	
103 2 0	4 0 0	107 2 0	...	...	7 2 3	...	
2,250 13 0	36 4 0	2,287 1 0	...	...	4 7 9	...	
960 9 0	10 2 0	970 11 0	...	...	7 1 4	...	
945 5 0	11 1 0	956 6 0	...	...	8 1 8	...	
114 0 0	10 0 0	124 0 0	...	...	9 8 7	...	
1,072 9 0	37 9 0	1,110 2 0	...	...	12 9 10	...	
905 3 0	38 7 0	943 10 0	...	...	6 8 1	...	
1,521 12 0	50 5 0	1,572 1 0	...	...	5 4 1	...	
6,024 3 0	218 1 0	6,242 4 0	...	...	6 1 9	...	
330 0 0	...	330 0 0	...	...	3 8 2	...	
1,106 12 0	...	1,106 12 0	...	...	5 1 3	...	
2,124 8 0	...	2,124 8 0	...	...	6 10 3	...	
374 6 3	...	374 6 3	...	...	2 1 5	...	
1,202 8 0	...	1,202 8 0	...	...	4 0 7	...	
1,747 8 0	...	1,747 8 0	...	...	4 15 1	...	
6,595 10 3	...	6,595 10 3	...	...	5 1 5	...	

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average daily attendance.	Number of at the English.	Arabic.
1.	1a.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
								3RD CIRCLE, DEPARTMENT			
Indigenous Schools.	Banda.	Augasi, ...	...	Different dates.	...	...	...	...	...	...	...
		Badosa, ..	...		...	...	...	...	...	...	...
		Chibon, ...	...		...	...	...	...	...	...	...
		Darsenda, ...	...		...	...	...	...	...	...	...
		Huzoor Tahsil, ...	21		227	75	...	302	278 5	...	58
		Pilanee, ...	...		...	...	...	...	...	...	...
		Simoni, ...	...			...	...	...	...	...	...
		Schonda, ...	3		27	6	...	33	31·24	...	...
		Tirahooan, ...	...		...	...	...	...	...	...	...
		Total, ...	24	...	254	81	...	335	309·29	...	58
	Benares	Chundowli, ...	29	Different dates.	279	13	...	292	228 17	...	...
		Huzoor Tahsil, ...	265		2,784	247	...	3,029	2363·81	239	24
		Total, ...	294	...	3,061	260	...	3,321	2591·98	239	24
	Bustee.	Bansi, ...	29	Different dates.	482	171	...	653	653	...	20
		Huzoor Tahsil, ...	12		117	85	...	202	202	...	18
		Harya, ...	10		105	43	...	148	148	...	13
		Khalilabad, ...	20		344	268	...	612	612	...	45
		Total, ..	71	...	1,048	567	...	1,615	1,615	...	96
	Futtehpore.	Ghazeepore, ...	31	Different dates.	141	21	...	162	130	...	8
		Huzoor Tahsil, ..	17		224	193	...	617	543	...	85
		Khaga, ...	27		77	115	...	192	138	...	26
		Khukrera, ...	28		110	53	...	163	155	...	27
		Kulyanpore, ...	74		429	29	...	528	443	...	63
		Kora, ..	21		200	57	...	257	202	...	51
		Total, ..	278	...	1,381	538	...	1,919	1,611	...	250
	Ghazipore.	Bullia, ...	37	Different dates.	122	93	...	215	112·90	...	29
		Ghazipore, ...	23		383	195	5	583	380 25	200	30
		Mahomedabad, ...	11		60	52	...	112	93·21	...	10
		Rusra, ...	18		664	313	...	977	624·00	45	99
		Sydpore, ...	11		130	20	...	150	102 13	40	4
		Zamania, ...	19		111	186	...	297	132·11	...	5
		Total, ...	119	...	1,470	859	5	2,334	1443·70	285	177
	Gorucke-pore.	Bansgaon, ...	24	Different dates.	288	181	...	449	469·	...	...
		Deoreea, ...	58		412	207	...	619	619	...	54
		Huzoor Tahsil, ...	62		468	183	...	651	651·	...	133
		Monsoorgunj, ...	8		98	...	...	98	98	...	...
		Pudrawana, ...	29		266	...	...	266	266·	...	...
		Total, ...	181	...	1,532	571	...	2,103	2,103	...	192
	Jounpore.	Jounpore, ...	30	Different dates.	167	166	...	333	282·58	48	119
		Kirakut, ...	11		78	7	...	85	48 82	...	7
		Kothan, ...	31		125	128	...	253	188 41	...	6
		Muchlishuhur, ...	16		48	74	...	122	106·98	...	16
		Mundiahoon, ...	23		149	34	...	183	148·75	...	16
		Total, ...	111	...	567	409	...	976	770·14	48	164
	Mirza-pore	Chunar, ...	19	Different dates	212	75	...	267	195·	...	36
		Huzoor Tahseel, ...	87		1,060	320	...	1,380	1,108·	8	170
		Total, ...	106	...	1,272	395	...	1,667	1,303	8	206
		Grand Total, ...	1,526	...	12,062	4,958	5	17,025	14,392·11	799	1,873
		Grand Total, ...	5,109	...	38,175	18,540	178	56,893	51,784·11	1,567	7,919

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Pupils studying in each Language close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
Persian.	Urdoo.	Sanskrit.	Hindee.	Maharatti.	Bengali.	Kayashthi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	9g.	9h.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								Rs. As. P.	Rs. As. P.		Rs. As. P
...	...	...	...	...	...	...	Various rates.	...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
96	6	32	8	...	...	116		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
12	2	20	6	...	...	...		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
108	8	52	14	...	...	116	...	...	...	...	...
...	...	152	18	...	...	47	Various rates.	14 2 0	...	...	...
449	71	1,544	312	96	...	454		86 14 0	...	...	...
449	71	1,696	330	96	...	301	...	101 0 0	...	...	...
368	40	265	30	...	...	...	Various rates.	7 0 0	...	...	...
92	12	100	10	...	...	...		4 0 0	...	...	...
90	6	58	15	...	...	...		3 0 0	...	...	...
390	40	197	20	...	...	...		5 0 0	...	...	...
940	98	620	75	...	...	...	...	19 0 0	...	...	...
27	...	18	29	...	...	104	Various rates.	...	...	...	...
197	...	83	40	...	...	286		...	...	...	...
98	...	10	12	...	...	77		...	...	...	...
52	...	12	10	...	...	120		...	...	...	...
80	...	58	...	...	...	296		...	...	...	...
70	...	25	...	...	...	135		...	...	...	...
524	...	206	91	...	...	1018	...	...	...	...	...
92	47	43	4	...	...	...	Various rates.	5 0 0	...	...	...
90	25	5	233	...	...	...		14 0 0	...	...	...
25	15	62	...	...	...	...		3 0 0	...	...	...
475	92	172	94	...	...	...		5 0 0	...	...	...
12	27	57	10	...	...	...		5 0 0	...	...	...
45	50	186	11	...	...	...		5 0 0	...	...	...
739	256	525	352	...	...	...	...	37 0 0	...	...	...
171	45	298	78	...	...	...	Various rates.	4 0 0	...	...	...
223	95	342	112	...	...	...		10 0 0	...	...	...
389	165	124	41	...	...	...		10 0 0	...	...	...
...	...	98	62	...	...	...		2 0 0	...	...	...
73	52	193	88	...	...	...		5 10 0	...	...	...
856	357	7,105	381	...	...	...	...	31 10 0	...	...	...
119	...	...	...	...	...	47	Various rates.	...	...	...	4,642 0 0
4	...	74	...	...	...	...		...	...	...	108 0 0
162	...	3	...	...	...	82		...	...	...	1,476 0 0
106	...	...	...	...	...	...		...	...	...	792 0 0
80	...	83	...	...	...	30		...	...	...	912 0 0
471	...	160	...	...	...	159	...	...	...	...	7,930 0 0
131	20	21	42	...	...	135	Various rates.	...	...	...	...
210	150	310	150	...	...	1070		14 6 0	...	...	...
341	170	331	192	...	...	1205	...	14 6 0	...	...	...
5,671	1,496	5,236	1,857	102	97	3959	...	203 0 0	...	...	7,930 0 0
22,602	3,397	7,645	13,280	180	106	6891	...	261 11 2	825 0 0	...	8,350 0 0

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts—Concluded. Fees, Fines, &c.	Receipts—Concluded. Sale of Books.	Receipts—Concluded. Other Sources.	Receipts—Concluded. Total.
1.	1a.	2.	2a.	3.	15.	16	17.	18.
						3RD CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Banda.	Augasi, ...	...	Different dates.	...	...	...	...
		Badosa, ...	...		...	...	...	...
		Chibon, ...	...		...	...	...	...
		Darsonda, ...	...		...	...	...	...
		Huzoor Tahsil, ...	21		2,850 8 0	...	...	2,850 8 0
		Pilanee, ...	...		...	...	...	...
		Simoni, ...	...		...	...	...	...
		Sehonda, ...	3		445 8 0	...	...	445 8 0
		Tirahooan, ...	...		...	...	...	...
		Total, ...	24	...	3,296 0 0	...	...	3,296 0 0
	Benares.	Chundowli, ...	29	Different dates.	636 0 0	...	...	650 2 0
		Huzoor Tahsil, ...	265		6,000 0 0	...	...	6,086 14 0
		Total, ...	294	...	6,636 0 0	...	...	6,737 0 0
	Bustee.	Bansi, ...	29	Different dates.	360 0 0	...	...	367 0 0
		Huzoor Tahsil, ...	12		205 0 0	...	...	209 0 0
		Harya, ...	10		202 0 0	...	...	205 0 0
		Khalilabad, ...	20		550 0 0	...	...	555 0 0
		Total, ...	71	...	1,317 0 0	...	...	1,336 0 0
	Futtehpore.	Ghazeepore, ...	31	Different dates.	1,282 8 0	...	...	1,282 8 0
		Huzoor Tahsil, ...	17		3,015 0 0	...	...	3,015 0 0
		Khaga, ...	27		1,032 0 0	...	...	1,032 0 0
		Khukrera, ...	28		980 0 0	...	...	980 0 0
		Kulyanpore, ...	74		790 0 0	...	...	790 0 0
		Kora, ...	21		680 0 0	...	...	680 0 0
		Total, ..	278	...	7,781 8 0	...	...	7,781 8 0
	Ghazipore.	Bullia, ...	37	Different dates	1,433 0 0	...	...	1,438 0 0
		Ghazipore, ...	23		1,143 0 0	...	...	1,157 0 0
		Mahomedabad, ...	11		312 0 0	...	...	315 0 0
		Rusra, ...	18		999 0 0	...	...	1,008 0 0
		Sydpore, ...	11		203 8 0	...	...	208 0 0
		Zamania, ...	19		441 0 0	...	...	446 0 0
		Total, ...	119	...	4,531 8 0	...	...	4,568 8 0
	Goruckpore.	Bansgaon, ...	24	Different dates.	660 0 0	...	...	664 0 0
		Deoreea, ...	58		1,944 0 0	...	...	1,954 0 0
		Huzoor Tahsil, ...	62		3,732 0 0	...	...	3,742 0 0
		Monsoorgunj, ...	8		...	...	...	2 0 0
		Pudrawana, ...	29		816 0 0	...	...	821 10 0
		Total, ...	181	...	7,152 0 0	...	...	7,183 10 0
	Jounpore.	Jounpore, ...	30	Different dates.	352 0 0	...	...	4,994 0 0
		Kirakut, ...	11		40 0 0	...	...	148 0 0
		Kothan, ...	31		393 0 0	...	...	1,869 0 0
		Muchlishuhur, ...	16		36 0 0	...	...	828 0 0
		Mundiahoon, ...	23		297 0 0	...	...	1,209 0 0
		Total, ...	111	...	1,118 0 0	...	...	9,048 0 0
	Mirzapore.	Chunar, ...	19	Different dates.	1,080 0 0	...	216 0 0	1,296 0 0
		Huzoor Tahseel, ...	87		3,535 0 0	...	535 0 0	4,084 6 0
		Total, ...	106	...	4,615 0 0	...	751 0 0	5,380 6 0
		Grand Total, ...	1,526	...	49,066 13 3	...	969 1 0	58,168 14 3
		Grand Total, ...	5,109	...	1,81,677 10 3	...	42,285 2 0	2,33,399 7 5

Office of Director of Public Instruction,
North-Western Provinces:
Camp Mussoorie, the 10th July, 1866.

DIX F.

General Education, for the year 1865-66.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
2,850 8 0	...	2,850 8 0	...	...	10 4 0	...	
...	...	...	...	...	...	...	
...	...	...	...	...	...	...	
445 8 0	...	445 8 0	...	...	14 4 1	...	
...	...	...	...	...	...	...	
3,296 0 0	...	3,296 0 0	...	...	12 13 2	...	
636 0 0	14 2 0	650 2 0	...	...	2 13 7	0 1 0	
6,000 0 0	86 14 0	6,086 14 0	...	...	2 9 2	0 7 0	
6,636 0 0	101 0 0	6,737 0 0	...	...	2 9 7	0 0 8	
360 0 0	7 0 0	367 0 0	...	...	0 9 0	0 0 3	
205 0 0	4 0 0	209 0 0	...	...	1 0 7	0 0 7	
202 0 0	3 0 0	205 0 0	...	...	1 6 2	0 0 6	
550 0 0	5 0 0	555 0 0	...	...	0 14 6	0 0 2	
1,317 0 0	19 0 0	1,336 0 0	...	...	2 5 5	0 0 3	
1,282 8 0	...	1,282 8 0	...	...	9 13 10	...	
3,015 0 0	...	3,015 0 0	...	...	5 8 10	...	
1,032 0 0	...	1,032 0 0	...	...	7 7 8	...	
980 0 0	...	980 0 0	...	...	7 4 2	...	
790 0 0	...	790 0 0	...	...	1 12 6	...	
680 0 0	...	680 0 0	...	...	3 5 10	...	
7,781 8 0	...	7,781 8 0	...	...	4 13 3	...	
1,433 0 0	5 0 0	1,438 0 0	...	...	12 11 9	0 0 4	
1,143 0 0	14 0 0	1,157 0 0	...	...	3 0 8	0 0 4	
312 0 0	3 0 0	315 0 0	...	...	3 6 1	0 0 5	
999 0 0	5 0 0	1,004 0 0	...	...	1 9 9	0 0 1	
203 8 0	5 0 0	208 8 0	...	...	2 0 8	0 0 6	
441 0 0	5 0 0	446 0 0	...	...	3 6 0	0 0 3	
4,531 8 0	37 0 0	4,568 8 0	...	...	1 10 6	0 0 3	
660 0 0	4 0 0	664 0 0	...	...	1 6 8	0 0 4	
1,944 0 0	10 0 0	1,954 0 0	...	...	3 2 6	0 0 7	
3,732 0 0	10 0 0	3,742 0 0	...	...	5 12 0	0 0 3	
...	2 0 0	2 0 0	...	...	0 0 4	0 0 4	
816 0 0	5 10 0	821 10 0	...	...	3 1 5	0 1 3	
7,152 0 0	31 10 0	7,183 10 0	...	...	9 4 0	0 0 8	
4,642 0 0	352 0 0	4,994 0 0	...	...	17 10 9	...	
108 0 0	40 0 0	148 0 0	...	...	3 0 6	...	
1,476 0 0	393 0 0	1,869 0 0	...	...	9 14 8	...	
792 0 0	36 0 0	828 0 0	...	...	7 11 10	...	
912 0 0	297 0 0	1,209 0 0	...	...	8 2 1	...	
7,930 0 0	1,118 0 0	9,048 0 0	...	...	13 8 5	...	
1,080 0 0	216 0 0	1,296 0 0	...	...	6 10 4	...	
3,535 0 0	549 6 0	4,084 6 0	...	...	3 11 0	0 0 2	
4,615 0 0	765 6 0	5,380 6 0	...	...	4 2 1	...	
55,878 13 3	2,290 1 0	58,168 14 3	...	...	4 0 8	0 0 2¾	
2,00,655 3 3	32,744 4 2	2,33,399 7 5	...	...	4 8 1	0 0 97	

M. KEMPSON,

Director of Public Instruction,

North-Western Provinces.

APPENDIX F.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools), for the year* 1865-66.

GOVERNMENT INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average daily attendance.	Number of Pupils studying in each Language at the close of the year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Sanskrit.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	...	10.	11.	12.	13.	14.
															Rs. As. P.		Rs. As. P.	Rs. As. P.
Normal School, ...	Agra, ...	1st June, 1855.	109	10	...	119	116	116	...	116	...	116	...	1 to 4 as.	12,403 4 1	...	...	2,115 13 8
Ditto, ...	Benares, ...	June, 1856.	114	23	...	137	125	100	...	108	...	129	...	...	12,199 0 0	...	...	...
Ditto, ...	Meerut, ...	1857.	66	51	...	117	116	111	37	72	...	45	...	...	11,004 9 3	...	519 2 10	2,108 12 4
Ditto, ...	Almorah, ...	1st Jany., 1860.	11	...	...	11	10	...	...	...	...	11	...	...	840 0 0	...	...	...
Ditto, ...	Ajmere, ...	1864.	14	...	..	14	13·2	...	...	...	...	14	...	...	262 10 10	...	...	...
Ditto, ...	Etawah, ...	1864.	39	...	...	39	38	...	...	...	...	39	...	...	600 0 0	...	...	2,280 0 0
Female Normal School,	Agra, ...	May, 1865.	11	...	...	11	11	...	...	...	...	11	...	...	382 0 0	...	...	402 0 0
Ditto, ...	Benares, ...	Ditto.	7	...	...	7	7	...	...	...	...	7	...	...	386 1 0	...	...	...
T. C. E. College, ...	Roorkee, ...	1847.	44	22	81	147	141·86	87	...	66	...	...	...	...	64,233 0 0	...	...	...
Medical School, ...	Agra, ...	1854.	25	82	...	107	107	...	...	107	...	107	...	...	21,970 0 0	...	...	...
...	...	...	440	188	81	709	665·06	414	37	469	...	479	...	1 to 4 as	124,280 9 2	...	519 2 10	6,906 10 0

APPENDIX F.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools), for the year* 1865-66,—(Concluded.)

GOVERNMENT INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	
Normal School, ...	Agra, ...	1st June, 1855.	38 0 0	...	...	14,557 1 9	12,846 10 9	1,710 7 0	14,557 1 9	...	...	122 5 3	104 3 8	
Ditto, ...	Benares, ...	June, 1856.	20 0 0	...	...	12,219 0 0	12,199 0 0	...	12,199 0 0	20 0 0	...	97 9 5	97 9 5	
Ditto, ...	Meerut, ...	1857.	78 7 6	14 14 3	68 4 7	13,794 2 9	13,275 4 11	518 13 10	13,794 2 9	...	...	118 14 8	94 13 10	
Ditto, ...	Almorah, ...	1st Jany., 1860.	...	...	...	840 0 0	840 0 0	...	840 0 0	...	...	84 0 0	84 0 0	
Ditto, ...	Ajmere, ...	1864.	...	...	...	262 10 10	262 10 10	...	262 10 10	...	...	18 1 10	18 1 10	
Ditto, ...	Etawah, ...	1864.	...	...	...	2,880 0 0	2,880 0 0	...	2,880 0 0	...	...	75 12 7	15 12 7	
Female Normal School, ...	Agra, ...	May, 1865.	...	...	...	784 0 0	784 0 0	...	784 0 0	...	...	71 4 4	34 11 10	
Ditto, ...	Benares, ...	Ditto.	...	...	...	386 1 0	386 1 0	...	386 1 0	...	...	55 2 5	55 2 5	
T. C. E. College, ...	Roorki, ...	1847.	...	...	...	64,233 0 0	54,793 0 0	9,440 0 0	64,233 0 0	...	...	452 0 0	452 0 0	
Medical School, ...	Agra, ...	1854	...	...	...	21,970 0 0	20,770 0 0	1,200 0 0	21,970 0 0	...	...	205 5 3	205 5 3	
TOTAL, ...	...	...	136 7 6	14 14 3	68 4 7	1,31,926 0 4	1,19,036 11 6	12,869 4 10	1,31,906 0 4	20 0 0	...	192 9 0	181 7 0	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W PROVINCES
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 8.—II. Institutions for Special or Professional Education (including Normal Schools), for the year 1865-66.

PRIVATE INSTITUTIONS.

Name of Institutions.	Locality	When Established.	Number of Pupils on the Rolls at the end of the Year				Average daily attendance.	Number of Pupils Studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs As. P.	Rs. As P.		Rs. As. P.
Mission Training School,	Meerut, ...	1865.	...	...	10	10	10	8	...	...	10	...	4	...	300 0 0	...	...	...
Male Normal School, Female do. do,	Sigra, ... Benares, ...	1861.	...	...	52	52	51	50	...	...	52	...	50	...	* 3,400 0 0	3,840 0 0	...	1,354 0 0
TOTAL, ...	...	...	...	...	62	62	61	58	...	...	62	...	54	...	3,700 0 0	3,840 0 0	...	1,354 0 0

* Rs. 1,000 as building grant.

APPENDIX F.

TABLE No. 8.—*II. Institutions for Special or Professional Education (including Normal Schools), for the year* 1865-66.—(Concluded.)

GOVERNMENT INSTITUTIONS.

Name of Institutions.	Locality.	When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
					Rs. As. P.	Rs. As. P	Rs. As P.	Rs. As. P.	Rs. As P.	R. A. P.		Rs. As. P.	Rs. As. P.	
Mission Training School,	Meerut, ...	1865.	...	...	359 5 11	659 5 11	588 12 5	70 9 6	659 5 11	...	...	65 14 11	30 0 0	
Male Normal School, Female do. do.,	Sigra, ... Benares, ...	1861.	...	...	...	8,594 0 0	7,237 0 0	1,000 0 0	8,237 0 0	357 0 0	...	141 14 5	47 0 11	
Total, ...	...	...	...	...	359 5 11	9,253 5 11	7,825 12 5	1,070 9 6	8,896 5 11	357 0 0	...	129 7 2	44 4 2	

Office of Director of Public Instruction, N.-W. Provinces
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction, North-Western Provinces.

APPENDIX F.

TABLE No. 9.—*Abstract of Attendance at the above Institutions, during the year* 1865-66.

		Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
General Education,	Government, ...	1,040·4	881 9	1,03,768·29	1,05,690 59	
	Private, ...	1,006	10,361·52	52,411·82	63,799·34	
Special Education,	Government, ...	248·86	357	79·2	685·06	
	Private, ...	...	48	10	58	
	Total, ...	2,295 26	11,668·42	1,56,269·31	1,70,232·99	

Office of Director of Public Instruction,
N.-W. Provinces
Camp Mussoorie, the 10*th July*, 1866

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 10.—*Abstract of Receipts and Charges at the above Institutions, for the year* 1865-66.

		Receipts.				Charges.				Remarks.
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.	
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	
General Education,	Government, ...	1,75,681 14 5	38,450 3 9	3,98,306 13 8	6,12,438 15 10	1,58,915 12 6	38,088 2 3	3,30,308 0 0	5,27,311 14 9	
	Private, ...	54,002 3 5	2,35,351 11 6	2,38,362 1 11	5,27,716 0 10	55,030 5 2	2,13,399 7 1	2,38,161 8 4	5,06,591 4 7	
Special Education,	Government, ...	86,203 0 0	40,570 4 6	5,152 11 10	1,31,926 0 4	86,203 0 0	40,550 4 6	5,152 11 10	1,31,906 0 4	
	Private, ...	...	8,594 0 0	659 5 11	9,253 5 11	...	8237 0 0	659 5 11	8,896 5 11	
	Total, ...	3,15,887 1 10	3,22,966 3 9	6,42,481 1 4	12,81,334 6 11	3,00,149 1 8	3,00,274 13 10	5,74,281 10 1	11,74,705 9 7	

Office of Director of Public Instruction,
N.-W. Provinces:
Camp Mussoorie, the 31st August, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 11.—*Abstract of Grants-in-Aid received by Private Institutions, during the year* 1865-66.

	Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education, ...	18,333 0 0	85,870 0 0	31,389 0 0	1,35,592 0 0	
Special Education, ...	...	3,400 0 0	300 0 0	3,700 0 0	
TOTAL, ...	18,333 0 0	89,270 0 0	31,689 0 0	*1,39,292 0 0	* Inclusive of building and special grants.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W PROVINCES.
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year 1865-66, at each Institution for the last five years.*

Colleges and Schools.	1861-62. Average attendance.	1861-62. Total Cost.	1861-62. Cost of Educating each Pupil.	1862-63. Average attendance.	1862-63. Total Cost	1862-63. Cost of Educating each Pupil.	1863-64. Average attendance.	1863-64. Total Cost.	1863-64. Cost of Educating each Pupil.	1864-65. Average attendance.	1864-65. Total Cost.	1864-65. Cost of Educating each Pupil.	1865-66. Average attendance.	1865-66. Total Cost.	1865-66. Cost of Educating each Pupil.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs As. P.		Rs As. P.	Rs. As. P		Rs. As. P.	Rs. As. P.
General Education—Government.															
Government College, Agra, ...	270	39,609 3 5	133 8 10	276·2	41,739 1 10	151 4 0	258	42,143 7 7	163 5 7	266·6	45,288 4 7	170 0 0	247·4	49,539 12 5	200 9 0
Ditto ditto, Bareilly, ...	271·5	31,336 11 6	114 0 0	302·6	34,628 0 0	111 0 0	314	38,880 0 0	123 13 1	309	41,174 0 0	133 4 0	265	39,889 7 2	150 0 0
Ditto ditto, Benares, ...	368	56,069 12 0	119 0 8	411·75	57,294 10 4	139 1 0	441	64,630 12 9	146 8 10½	502	69,576 11 1	138 9 7	528	69,486 8 11	131 9 7
Ditto School, Ajmere, ...	127	19,315 5 1	127 14 8	148	17,581 2 3	104 0 6	153·5	18,440 10 10	120 2 0	169·8	19,723 10 6	116 0 4	197·9	20,149 7 7	101 12 3
Hume's High School, Etawah, ...	...	...	...	206	7,626 4 11	37 0 4	306	9,095 13 3	29 9 4	...	...	4 0 0	358	11,551 1 3	32 4 3
Anglo-Vernacular School, Allygurh, ...	113	2,097 3 11	18 8 11	143	2,740 2 4	19 2 7	156	2,605 1 8	16 10 7	175	3,351 8 7	19 2 5	206	3,767 3 5	18 4 7
Ditto ditto, Shahjehanpore, ...	53	2,066 3 1	38 12 9	52	2,044 15 8	39 5 3	77	2,676 6 4	34 12 2	137	3,072 5 11	22 6 10	120	2,620 6 0	20 5 0
Tahsili Schools.															
1st Circle, Director of Public Instruction, North-Western Provinces, 63, ...	3,857	16,737 15 8	4 5 5	4,073	20,301 11 8	5 6 5	4,354	18,620 9 9	4 4 5	5,996	23,495 9 8	4 9 9	7,126	27,893 6 6	3 14 7
2nd Circle, ditto ditto, 78, ...	5,143	20,494 12 7	3 15 8	5,297	21,581 6 10	4 1 2	4,937·11	29,951 9 1	6 1 0	5,672	19,220 3 0	3 6 2	5,724·83	31,280 0 10	5 [illegible] 9
3rd Circle, ditto ditto, 52, ...	2,812	14,969 1 9	5 5 2	2,994·28	18,865 13 7	6 4 9	2,463·39	14,231 7 5	5 12 5	2,613	15,446 6 5	5 11 7	2,689·28	15,230 2 1	5 10 7
Kumaon Circle, ditto ditto, 35, ...	1,219	4,340 11 7	3 9 0	1,168	4,354 7 7	3 11 8	1,221	4,263 8 2	3 12 10	1,409	4,600 11 3	3 4 3	1,306	5,113 4 6	3 14 7
Ajmere Circle, ditto ditto, 25, ...	479	1,439 0 1	3 0 11	415·9	1,418 15 1	5 7 5	404·5	1,610 3 5	4 0 0	583·4	2,135 5 5	4 1 9	639·2	2,587 14 0	4 [illegible] 9
Hulkabundi Schools.															
1st Circle, Director Public Instruction, North-Western Provinces, 833, ...	20,039	65,125 7 7	3 3 11	22,455	74,233 9 1	3 4 10	231·87	75,027 10 4	3 3 9	24,116	80,173 1 10	3 5 2	24,664	70,973 6 11	2 14 4
2nd Circle, ditto ditto, 1,091, ...	27,872	68,639 3 11	2 7 4	26,225·30	72,791 15 5	2 12 4	26,455·57	73,187 2 10	2 12 3	27,448	79,103 15 11	2 14 1	27,231	81,623 2 2	2 1 7
3rd Circle, ditto ditto, 1,131, ...	25,125	58,260 2 0	2 5 1	28,919·52	73,258 14 5	2 8 6	29,011·15	37,510 14 7	2 14 0	27,529	84,446 9 9	3 1 0	28,563	79,542 5 4	2 12 6
Kumaon Circle, ditto ditto, 42, ...	...	...	...	959	706 12 3	0 11 10	937	2,350 13 9	2 8 2	991	3,162 13 5	3 3 1	841	3,218 1 4	3 12 3
Female Schools.															
1st Circle, Director Public Instruction, North-Western Provinces, 158, ...	58	2,763 8 9	47 10 4	330	646 13 11	1 15 4	1 277	3,562 10 8	2 12 7	2,882	6,800 2 3	2 5 9	3,006	9,701 6 9	3 3 7
2nd Circle, ditto ditto, 252, ...	230	2,967 7 0	9 15 4	465 52	3,187 6 3	6 13 2	437 85	5,526 6 10	12 10 4	2,365	3,140 11 7	1 5 2	3,630	14,360 0 4	3 15 3
3rd Circle, ditto ditto, 87, ...	...	...	...	...	..	..	96 93	368 0 10	4 1 5	929	1,898 5 1	2 0 9	1,036 44	4,014 15 4	3 14 0

APPENDIX F.

TABLE No. 12 —*General Statement of Attendance and Cost of Education for the year* 1865-66, *at each Institution for the last five years.*—(Continued).

College and Schools.	1861-62.			1862-63.			1863-64.			1864-65.			1865-66.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Private.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P
St. John's College, Agra, ...	270	11,256 12 0	41 11 1	72	12,732 0 0	176 13 4	183	13,341 10 0	72 14 5	247	14,830 7 6	60 0 7	304	15,020 0 0	52 8 8
St. Peter's ditto, ditto, ...	70	13,657 3 0	19 8 6	202	11,503 5 0	56 15 0	72	10,878 9 8	151 1 5	48	8,929 12 4	186 0 9	59	10,356 7 2	175 8 4
Secundra School, ditto, ...	...	...	...	...	...	...	278	3,125 6 6	11 3 10	282	3,604 4 7	12 12 6	272	3,920 3 9	14 6 7
Victoria College, ditto, ...	...	...	...	277	1,285 0 0	4 10 3	306	3,798 8 6	12 6 7	304	12,644 6 3	41 9 6	305	12,145 8 0	44 0 0
Mofid-Am School, ditto, ...	143	1,179 8 0	8 6 2	135	1,166 0 0	8 10 2	89	1,206 0 0	14 0 0	96	2,841 0 0	29 9 6	126	2,744 0 0	21 12 5
Canning Protestant School, ditto, ...	...	...	...	...	...	...	...	...	...	45	8,583 3 9	190 11 9	...	...	...
Jay Narain's College and Free School, Benares, ...	302	13,830 6 9	45 12 9	315	14,635 9 0	46 9 11	303	14,302 5 9	47 3 3	326·50	15,904 1 6	48 11 4	367	16,508 6 0	44 15 8
Mission Female School, Benares, ...	100	1,380 0 0	13 12 9	130	1,272 0 0	9 12 6	120	1,967 0 0	16 6 3	145	2,233 0 0	15 6 4	162	2,795 9 6	17 1 2
Ditto Orphan ditto, ditto, ...	...	...	...	83	2,856 0 9	34 6 6	140	4,860 0 0	34 11 5	148	2,022 0 0	13 10 7	130	3,385 0 0	26 0 0
Bengalitolah Preparatory School, ditto, ...	...	...	...	...	...	...	...	...	...	91	1,454 3 1	15 15 8	112	3,474 9 6	14 4 6
High School, Allahabad, ...	...	...	...	...	...	...	73	4,646 10 5	63 10 5	76	7,998 0 0	105 3 9	97	8,309 4 0	85 10 8
Mission Boys' School, ditto, ...	...	...	...	...	...	...	45	270 0 0	6 0 0	62	360 0 0	5 12 0	64	360 0 0	5 10 0
Parish School, ditto, ...	...	...	...	...	...	...	...	...	...	81	1,695 8 9	20 14 11	79	1,432 12 3	18 2 2
Mission School, Azimgurh, ...	...	...	...	112	2,207 0 9	13 2 0	141	4,859 10 3	34 7 6	142	5,698 15 1	40 7 3	170	5,063 0 0	29 12 6
Ditto Girls' ditto, ditto, ...	...	...	...	...	...	...	...	...	...	21	498 13 2	33 12 1	57	746 0 0	13 1 6
Mission School, Almorah, ...	139	3,330 14 3	24 9 11	101	2,974 14 6	26 9 11	102	2,600 5 4	25 7 9	103	2,663 11 0	25 13 9	92	3,048 0 0	33 2 1
Regimental School, ditto, ...	...	...	...	...	...	...	...	...	...	30	1,188 7 6	39 9 10	...	...	...
Mission (Orphan Girls') School, Bareilly, ...	...	...	...	...	...	...	130	3,582 2 6	27 8 11	137	3,067 8 1	22 6 3	121	3,264 0 0	26 12 0
Municipal Committee's School, ditto, ...	...	...	...	...	...	...	...	...	...	306	4,373 11 6	14 4 8	30	816 0 0	27 3 2
Mission School, Church of England, ditto, ...	...	...	...	...	...	...	34·66	241 15 0	7 0 0	26	960 0 0	38 13 6	31	525 8 0	16 15 3
Ditto Sudder Bazaar, ditto, ...	...	...	...	...	...	...	54	508 0 0	9 6 6	51	492 9 0	9 11 4	73	1,988 4 1	21 2 5
Inglisgunj Anglo-Vernacular School, do.,	...	...	...	...	...	...	...	...	...	115	1,961 1 6	17 0 10	334	7,968 12 0	23 13 9
Mission School, Bijnour, ...	...	...	...	39	684 0 0	17 8 7	99	1,141 0 0	11 8 5	50	960 0 0	19 3 2	46	2,037 4 0	44 4 7
Ditto, Najibabad, ...	...	..	...	36	282 7 1	7 13 6	63	608 0 0	9 10 5	65	720 0 0	11 1 3	91	345 0 6	14 12 5
Ditto, Budaon, ...	50	1,392 0 0	27 10 5	21	174 0 0	8 4 7	60	336 0 0	5 9 7	30	478 15 5	15 15 5	95	547 0 0	5 12 1
Ditto, Chunar, ...	181	2,550 3 1	14 1 5	91	1,648 8 0	13 13 3	102	1,656 0 0	16 13 9	146	795 0 0	5 7 1	144	2,256 0 0	13 9 4
Christ Church School, Cawnpore, ...	...	..	..	145	5,357 3 0	36 15 0	136	6,070 15 9	44 10 3	363	9,449 7 9	26 0 6	240	9,410 0 0	37 2 0

Orphan School (Boys' and Girls'), Cawnpore,	..	..		...			...			...			...			...			86	3,710	0	0	43	2	3	121	2,921	1	6	24	8	6
Mission School, Dehra Doon, ...	17	340	6	3	20	0	4	180	2,386	8	6	13	4	1	174	3,418	10	0	19	10	4	172	2,172	0	0	12	10	0	157	4,845	0	9	37	4	3
Ditto Girls' School, ditto, ...	152	1,234	14	6	8	1	3	38	1,306	0	0	34	5	11	34	2,520	0	0	74	2	0	36	1,200	0	0	33	5	4	33	2,596	0	0	78	0	0
Mission School, Rajpore, ...	...	...			...			...	...			...			...	...			...			34	1,032	0	0	30	5	8	40	1,212	0	0	13	4	10
Ditto Girls' School, Etawah, ...	...	...			...			...	...			...			93	1,040	0	0	11	3	0	222	1,623	0	0	7	5	0	246	945	9	0	3	13	6
City High School, Furruckabad, ...	262	1,518	0	0	5	12	0	281	2,124	0	0	7	8	11	225	3,124	0	0	13	14	2	281	4,468	14	0	15	14	5	250	4,397	13	0	17	9	6
Rekha Mission School, Futtehgurh, ...	...	..			...			...	...			...			...	...			...			91	1,980	15	3	21	12	4	87	2,390	3	0	27	7	7
Mission School, Ghazeepore, ...	120	2,756	7	11	22	15	6	145	2,971	4	9	14	3	5	180	3,245	0	6	18	0	5	230	3,743	11	1	16	4	5	280	3,395	7	3	12	9	2
Ditto, Goruckpore, ...	31	...			...			30	250	0	0	7	12	0	30	370	0	0	12	5	4	321	6,187	0	0	20	0	0	162	6,478	10	0	39	15	9
Ditto, Muttra, ...	...	...			...			...	2,401	12	0	...			89	2,865	8	8	32	3	0	70	2,646	13	5	37	13	0	63	4,328	11	0	40	14	10
Ditto, Meerut, ...	...	...			...			90	3,912	0	0	43	7	5	105	3,886	8	0	37	0	3	117	3,421	5	8	29	3	11	140	4,252	4	3	30	6	0
Native Girls' School, ditto, ...	...	...			..			...	...			...			...	...			...			20	708	9	0	35	6	5	20	785	8	0	39	4	5
Mission School, Kunkerhera, ditto, ...	...	...			...			...	...			...			...	...			...			23	342	4	0	14	14	1	18	298	14	9	16	9	8
Ditto (Ikla), ditto, ...	...	...			...			...	...			...			...	...			...			12	186	0	0	15	8	0	16	197	14	0	12	6	0
Ditto, Jounpore, ...	...	...			...			...	...			...			95	4,551	11	0	35	4	4	95	2,632	9	3	27	11	5	180·67	3,627	9	9	20	2	3
Ditto, Zaffrabad, ...	...	...			...			...	...			...			...	...			...			52	644	11	0	12	6	4	56	974	5	0	17	6	0
Ditto (Boys') ditto, Mynpoorie, ...	215	1,078	8	0	5	0	3	198	1,148	5	9	5	12	9	208	2,062	0	0	9	14	7	125	2,832	0	0	22	10	6	164·83	2,727	1	10	16	8	8
Ditto (Girls') ditto, ditto, ...	...	...			...			...	...			...			...	...			...			37	624	0	0	17	14	0	153	924	0	0	6	0	0
Ditto, Moradabad, ...	42	585	8	0	13	15	4	66	724	8	0	10	15	8	75	1,410	0	0	18	12	10	128	1,231	2	0	9	9	10	140	3,291	14	0	23	8	2
Subscription School, ditto, ...	...	...			...			...	...			...			...	...			...			102	2,534	4	4	24	13	6	135	5,874	6	3	43	8	3
Ditto, Bulundshahur, ...	...	...			...			...	...			...			...	...			...			108	3,023	4	2	28	0	0	137	3,229	5	3	23	9	1
Ditto, Mirzapore, ...	...	...			...			...	...			...			...	...			...			125	2,240	1	6	17	14	9	268·55	5,731	13	3	21	5	6
Maharajah of Benares's School, Gyanpore, .	...	...			...			...	...			...			...	...			...			38	704	2	3	18	8	6	56·95	1,363	5	3	23	15	0
Ditto Bhudrowli, ...	...	.			..			...	...			...			...	...			...			71	384	8	11	5	6	8	50·51	269	0	0	5	2	6
Mission School, Nynee Tal, ...	39	1,188	0	0	30	7	4	373	1,272	0	0	28	0	0	25	1,370	0	0	54	12	9	89	1,518	0	0	17	1	0	86	1,850	0	0	22	10	9
Vernacular School, Ajmere, ...	...	...			...			...	..			...			...	...			...			99	600	0	0	6	0	8	125	576	0	0	4	9	8
Mission School, Roorkee, ...	...	...			...			...	...			...			61	685	15	9	11	4	0	52	3,375	14	0	64	14	11	90	3,181	13	11	35	5	6
Ditto, Shahjehanpore, ...	...	...			...			...	...			...			110	2,103	0	0	19	2	0	85	1,209	1	1	14	3	6	105	1,600	0	0	15	13	9
Ditto, Seharunpore, ...	...	...			...			...	...			...			92	2,566	0	0	57	11	0	129	3,976	5	9	30	13	2	128	4,073	6	6	31	3	2
Subscription School, Sherkote, ...	105	272	0	0	2	9	5	100	255	0	0	2	8	6	92	307	6	8	3	5	6	80	465	2	0	5	13	0	79	417	2	0	5	4	6
Ditto, Rehur, ...	38	143	12	0	3	11	8	44	190	0	0	4	5	4	51	188	8	0	3	11	1	59	253	11	0	4	4	10	70	258	4	0	3	11	0
Ditto, Gurhi, ..	18	134	14	0	7	7	4	26	142	0	0	5	7	6	29	185	2	0	6	6	2	41	202	6	0	4	14	11	41	172	0	0	4	3	1
Ditto, Afzulgurh, ...	36	10	0	0	0	4	5	37	173	14	0	4	11	2	41	181	10	0	4	7	0	22	162	12	0	9	6	4	35	131	15	0	3	12	4
Ditto, Soorjun Nugger, ...	58	117	7	6	2	0	5	53	114	12	3	2	2	8	50	170	0	0	3	6	5	49	277	12	9	5	10	9	47	279	12	0	5	15	3
Ditto, Hauper, ...	...	...			...			...	...			...			26	291	1	1	11	3	1	40	537	10	0	13	7	1	25	518	4	4	20	11	8
Ditto, Tajpore, ...	...	...			...			...	...			...			41	60	6	0	1	7	7	78	313	15	6	4	6	7	84	362	5	0	4	5	0
Ditto, Pooraynie, ...	...	...			...			...	...			...			21	46	11	8	2	3	7	28	159	12	0	5	11	3	31	167	7	0	5	6	5
Ditto, Sheregurh, .	...	...			...			...	...			...			19	31	10	4	1	10	7	23	148	0	0	6	6	11							
Ditto, Julpoora, ...	...	...			...			...	...			...			21	46	7	6	2	3	5	31	139	0	0	4	7	9	43	308	12	0	7	2	11
Ditto, Chandpore, ...	...	...			...			17	119	10	0	7	0	7	18	127	2	0	7	1	0	21	99	4	0	4	11	7							
Ditto, Tanda Afzul, ...	...	...			...			...	...			...			23	49	10	0	2	2	6	29	143	14	0	4	15	5							
Mission School, Generalgunj, Cawnpore, ...	...	...			...			...	...			...			...	...			...			...	...			...			154	2,778	0	0	18	0	0
Victoria School, Furruckabad, ...	...	...			...			...	...			...			...	...			...			...	...			...			75	461	4	0	6	2	4
A. V. School, Victoria Branch, Muttra, ...	...	...			...			...	...			...			...	...			...			...	...			...			81	1,420	4	0	17	8	7
American Mission Orphan School, Shahjehanpore, ...	...	..			...			..	...			...			110	2,103	0	0	19	2	0	85	1,209	1	1	14	3	6	88	2,277	0	0	25	4	0
A. V. School, Victoria Branch, Balungunj, Agra, ...	...	...			...			...	...			...			...	...			...			...	...			...			65	730	10	0	11	3	8
Ditto ditto, Gokulpoorah, Agra, ...	...	...			...			...	...			...			...	...			...			...	...			...			62	734	12	0	11	13	7
Ditto ditto, Cantonment, ditto, ...	...	...			...			...	...			...			...	...			...			...	...			...			85	1,216	12	0	14	4	0

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1865-66, *at each Institution for the last five years.*—(Continued).

Colleges and Schools	1861-62.			1862-63.			1863-64.			1864-65.			1865-66.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Private.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P
American Mission City School, Bareilly, ..	...	...	...	...	...	...	...	...	...	...	...	...	54	1,600 0 0	29 10 1
American Mission School, Kant, Moradabad,	...	...	...	...	...	...	...	...	...	...	...	...	50	764 4 0	15 4 6
Ditto, Babukhera, Ditto, ..	..	...	...	...	...	...	...	...	...	...	...	...	107	865 0 0	8 0 0
Ditto, Sumbhul, Ditto, ...	...	..	...	...	...	...	...	...	...	...	...	...	60	1,393 9 6	23 3 7
Choudri Umrao Singh's School, Sherekote,...	..	...	...	...	...	...	...	...	...	...	...	...	79	480 0 0	6 1 4
Raja Purtab Singh's Ditto, Tajpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	15	480 0 0	32 0 0
Christian Village School, Dehra Doon, ...	...	...	...	...	...	...	...	...	...	...	...	...	45	1,150 0 0	25 8 9
Dr. Whitall's School, Mitiberri, ...	...	...	...	...	...	...	...	...	...	...	...	...	28	144 0 0	5 2 2
Four American Mission Schools, Morabad, ...	...	...	...	...	...	...	...	...	...	...	...	...	141	805 8 0	5 11 4
Raja Sheoraj Singh's School, Kashipore, ...	...	...	...	...	...	...	...	...	...	...	...	...	20	480 0 0	24 0 0
Hurmut Khan's School, Pindrawal, ...	...	...	...	...	...	...	...	...	...	...	...	...	15	342 14 0	22 14 0
A. V. School, Pilibheet, ...	118	3,164 10 6	26 3 0	108	3,036 3 2	28 1 10	89	2,858 4 0	32 1 10	88	3,021 10 0	34 5 5	86	3,102 0 0	36 1 1
Ditto, Banda, ...	...	...	...	...	...	...	...	...	...	79·97	1,275 4 0	12 6 1	73·61	1,418 9 0	13 4 1
Ditto, Kote, ...	...	...	...	...	...	...	...	...	...	18·12	462 5 0	25 10 5	49	196 12 6	3 5 11
Ditto, Budaon, ...	...	...	...	...	...	...	44	911 1 10	20 11 4	80	1,443 15 2	18 0 9	112	2,184 6 1	19 8 1
Ditto, Bijnour, ...	...	...	...	36	118 9 3	3 4 8	40	712 15 6	17 3 2	39	784 0 9	27 0 9	57	2,284 14 7	40 1 11
Ditto, Bulundshahur, ...	...	...	...	31	234 13 7	7 9 3	75	1,419 12 6	18 14 11	67	1,509 15 7	22 8 7	67	1,908 5 0	28 7 9
Ditto, Muzuffernugger, ...	...	...	...	16	514 15 10	32 10 0	35	1,214 10 3	34 11 3	40	1,462 10 5	36 9 1	57	1,527 2 11	26 12 8
Ditto, Seharunpore, ...	...	...	...	28	194 9 3	4 8 5	49	857 13 5	17 8 1	48	1,154 5 5	25 10 6	50	1,059 10 5	21 3 1
Ditto, Meerut, ...	...	...	...	...	...	...	...	..	...	11	143 4 9	13 0 5	73	1,425 15 2	19 8 6
Ditto, Amroha, ...	...	...	...	...	...	...	...	...	...	61	229 14 6	3 12 3	130	1,596 8 3	12 6 4
Ditto, Chundousi, ...	...	...	...	...	...	...	...	...	...	17	260 12 5	15 5 5	38	1,252 14 10	32 15 11
Ditto, Secundra Rao, ...	...	...	...	...	...	...	...	...	...	18	1,133 8 5	62 15 2	34	963 6 0	28 5 4
Ditto, Hatras, ...	...	...	...	...	...	...	...	...	...	20	388 0 0	19 6 5	42	1,098 4 4	26 2 4
Ditto, Futtehpore Sicri, ...	...	...	...	...	...	...	...	...	...	65·55	1,408 4 3	23 0 2	*65·4	1,668 12 5	25 10 6
Ditto, Cawnpore, ...	...	...	...	...	...	...	...	...	...	14·49	213 2 3	14 11 4	42·16	656 10 9	15 9 3
Ditto, Sangawan, ...	...	...	...	...	...	...	...	...	...	...	...	...	31·42	400 2 7	12 11 7
Ditto, Nurwul, ...	...	...	...	...	...	...	...	...	...	28·12	97 1 7	3 7 8	19·24	417 0 0	20 14 7

Ditto,	Najufgurh,	...	...	...	...	...	...	...	...	...	...	7	70	5	10	10	0	10	20·32	300	0	0	14	12	3
Ditto,	Ghustumpore,	...	...	...	...	...	...	...	...	...	...	17·23	263	3	10	15	4	5	21·25	404	13	5	19	0	2
Ditto,	Bilhoor,	...	...	...	...	...	...	...	...	...	...	23·42	204	10	11	8	11	10	28·8	370	0	0	13	2	6
Ditto,	Sheoli,	...	...	...	...	...	...	...	...	...	...	...	...				...		18·75	328	2	4	17	8	0
Ditto,	Bithoor,	...	...	...	...	...	...	...	...	...	...	...	...				...		80·38	490	0	0	16	2	1
Ditto,	Akberpore,	...	...	...	...	...	...	...	...	...	...	61·65	308	14	6	5	0	2	49 47	456	4	4	9	3	7
Ditto,	Dehrapore,	...	...	...	...	...	...	...	...	...	...	37·15	628	14	6	16	14	10	32·51	1,871	12	0	57	9	2
Ditto	Etah,	...	...	...	...	...	...	...	...	...	...	11·98	736	15	10	61	8	4	44	1,036	3	8	23	8	10
Ditto,	Ouriyah,	...	...	...	...	...	...	...	...	...	...	8·25	405	8	6	49	2	6	6·63	159	8	0	28	15	9
Ditto,	Phupphoond,	...	...	...	...	...	...	...	...	...	...	23·71	498	3	6	21	0	3	30·66	507	0	0	16	7	6
Ditto,	Furruckabad,	...	...	...	...	...	...	...	...	...	...	70·62	647	13	3	9	9	6	78	720	0	0	9	3	8
Ditto,	Chibramow,	...	...	...	...	...	...	...	...	...	...	68·84	375	0	0	5	7	2	95	533	8	0	5	9	9
Ditto,	Bhishengurh,	...	...	...	...	...	...	...	...	...	...	...	...				...		23	356	8	0	15	8	0
Ditto,	Tirwa,	...	...	...	...	...	...	...	...	...	...	13·36	135	11	7	10	10	6	22	480	0	0	21	13	1
Ditto,	Jalalabad,	...	...	...	...	...	...	...	...	...	...	35·18	315	0	0	8	15	3	32	365	0	0	11	6	6
Ditto,	Shamshabad,	...	...	...	...	...	...	...	...	...	...	45·20	351	8	0	7	12	5	46	421	5	8	9	2	7
Ditto,	Hamirpore,	...	...	...	...	...	...	...	...	...	...	21	659	12	0	31	6	8	16	689	12	6	43	1	9
Ditto,	Calpi,	...	...	...	...	...	...	...	...	...	...	22·23	748	12	3	33	10	11	27·94	681	15	7	24	6	0
Ditto,	Lullutpore,	...	...	...	...	...	...	...	...	...	...	49	313	7	9	6	6	4	48	411	5	11	8	9	2
Ditto,	Muthra,	...	...	...	...	...	...	...	...	...	...	47·73	837	15	6	17	8	11	62·38	892	15	6	14	4	9
Ditto,	Brindrabun,	...	...	...	...	...	...	...	...	...	...	8	93	6	9	11	10	10	39	421	7	4	10	12	11
Ditto,	Mynpoory,	...	...	...	...	...	...	...	...	...	...	53·87	347	11	6	6	7	3	83·44	992	1	6	11	14	3
Ditto,	Shikonabad,	...	...	...	...	...	...	...	...	...	...	33·25	351	14	6	10	9	4	32·35	365	5	8	11	4	8
Ditto,	Cannington,	...	...	...	...	...	...	...	...	...	...	162·69	2,286	12	0	14	0	11	218·84	3,099	7	2	14	2	7
Ditto,	Phoolpore,	...	...	...	...	...	...	...	144·34	743	1 9	4 8 11	102·93	808	4	0	7	13	7	65·49	2,611	10	6	39	14	8
Ditto,	Futtehpore,	...	...	...	...	...	...	...	92	358	10 10	3 14 4	66·96	1,394	14	0	20	13	5	66·97	1,348	5	0	20	2	2
Ditto,	Haswa,	...	...	...	...	...	...	...	54	309	1 8	5 11 8	39·88	562	8	0	14	1	2	39·51	541	13	0	13	11	5
Ditto,	Jahanabad,	...	...	...	...	...	...	...	61·5	409	1 10	6 10 7	58·35	726	6	0	12	7	2	76·67	1,289	4	9	16	13	2
Ditto,	Madanmow,	...	...	...	...	...	...	...	...	...		...	...	...			...		22·01	491	11	0	22	4	11
Ditto,	Ballia,	...	...	...	...	...	...	...	77·5	965	1 7	12 7 3	83·11	1,133	6	9	12	11	6	82·25	1,076	2	0	13	1	3
Ditto,	Kurchana,	...	...	...	...	...	...	...	...	...		...	21·08	190	8	2	9	7	6	20·41	683	5	6	33	7	8
Ditto,	Kura,	...	...	...	...	...	...	...	...	...		...	68·64	265	4	6	3	13	10	60·41	709	5	3	11	11	10
Ditto,	Handia,	...	...	...	...	...	...	...	...	...		...	...	...			...		42·36	490	6	3	11	9	3
Subscription	School, Atrowli,	...	...	...	...	...	...	...	...	...		...	...	...			...		13	321	12	6	24	12	0
Ditto,	Salswan,	...	...	...	...	...	...	...	...	...		...	...	...			...		21	72	0	0	3	6	10
Ditto,	Deobund,	...	...	...	...	...	...	...	...	...		...	...	...			...		31	65	0	0	2	1	6
Ditto,	Jalalabad,	...	...	...	...	...	...	...	...	...		...	...	...			...		22	30	0	0	1	5	10
Ditto,	Powayan,	...	...	...	...	...	...	...	...	...		...	...	...			...		12	47	9	6	3	15	6
Ditto,	Dasna,	...	...	...	...	...	...	...	...	...		...	...	...			...		23	371	0	0	16	2	1
Ditto,	Burouth,	...	...	...	...	...	...	...	...	...		...	...	...			...		72	206	0	0	2	13	9
Ditto,	Tajgunge,	...	...	...	...	...	...	...	...	...		...	44·62	249	12	5	5	9	7	47·15	218	10	7	40	10	3
Ditto,	Fatmadpore,	...	...	...	...	...	...	...	...	...		...	28·50	270	14	6	9	8	1	19·25	197	8	0	10	4	2
Ditto,	Ferozabad,	...	...	...	...	...	...	...	...	...		...	30·75	286	6	6	9	5	0	35·25	286	12	0	8	2	5
Ditto,	Suchendi,	...	...	...	...	...	...	...	...	...		...	...	...			...		10·56	120	0	0	11	5	9
Ditto,	Sheorajpore,	...	...	...	...	...	...	...	...	...		...	...	...			...		45·19	210	0	0	4	4	4
Ditto,	Mushta,	...	...	...	...	...	...	...	...	...		...	...	...			...		19·14	180	0	0	9	6	6
Ditto,	Khanpore,	...	...	...	...	...	...	...	...	...		...	32·10	108	14	6	3	6	5	23·17	250	0	0	10	12	8
Ditto,	Kasgunge,	...	...	...	...	...	...	...	...	...		...	9·28	586	6	6	63	3	0	21	667	4	7	31	12	5
Ditto,	Behar,	...	...	...	...	...	...	...	...	...		...	18·84	27	0	0	1	6	1	25	180	0	0	7	3	2

APPENDIX F.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1865-66, *at each Institution for the last five years.*—(Concluded).

Colleges and Schools.	1861-62.			1862-63.			1863-64.			1864-65.			1865-66.		
	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.	Average attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Government.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
New Jhansie, ...															
American Mission A. V School, Choudhri Serai, ...	...	...	...	...	...	...	...	...	...	...	...	...	41	218 6 9	5 5 3
Ditto, Tarina Serai, ...	...	...	...	...	...	...	...	...	...	...	...	...	45	110 0 0	2 7 1
Ditto Vernacular Female School, Meerut.	...	...	...	...	...	...	...	...	...	...	...	...	45	258 0 0	5 11 8
Ditto Mission School, Futtehpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	8	92 0 0	11 8 0
Indigenous School, 1st Circle, D. P. I., 2,409	28,865	1,18,485 3 8	4 1 8	27,068	1,20,832 5 7	4 4 9	27,145	1,08,331 13 3	3 15 10	25,527	1,09,297 13 2	4 1 11	25,681	1,05,870 12 11	4 1 11
Ditto, 2nd Ditto, 1,174	13,582	63,911 15 2	4 11 6	13,218·66	67,684 15 0	5 1 11	11,054·57	69,335 1 11	1 11 11	10,730 50	67,911 4 6	6 5 3	11,711	69,359 12 3	5 13 0
Ditto, 3rd Ditto, 1,526	14,284	76,587 11 7	5 5 9	15,599·14	71,002 0 1	4 8 9	14,634	73,246 15 0	5 0 1	14,020·65	67,175 11 9	4 12 8	14,392	58,168 14 3	4 0 8
Special or Professional Educational Institutions.—Government.															
Normal School, Agra, ...	136	11,155 7 1	82 0 5	133	11,280 14 0	84 13 4	127	11,797 8 3	92 14 0	124	12,094 2 7	97 8 6	116	14,557 1 9	122 5 3
Ditto, Benares, ...	161	10,485 8 0	55 2 11	142	12,594 0 0	88 11 0	140	12,794 0 0	98 6 2	133	12,721 11 0	95 15 6	125	12,199 0 0	97 9 5
Ditto, Meerut, ...	129	10,980 12 9	85 2 0	127	9,889 8 0	77 13 11	117	9,770 3 3	83 8 1	128	11,603 7 6	90 15 5	116	13,794 2 9	118 14 8
Ditto, Almorah, ...	...	...	...	...	...	...	12	840 0 0	70 0 0	15	840 0 0	56 0 0	10	840 0 0	84 0 0
Ditto, Ajmere, ...	...	...	...	...	...	...	...	...	...	10	200 8 2	29 0 0	13·2	262 10 10	18 1 10
Ditto, Etawah, ...	...	...	...	...	...	...	...	...	...	29	2,448 0 0	7 9 9	38	2,880 0 0	75 12 7
Ditto, Female, Agra, ...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	11	784 0 0	71 4 4
Ditto, ditto, Benares, ...	...	...	...	...	...	...	...	...	...	...	0 0 0	0 0 0	7	386 1 0	55 2 5
Thomason Civil Engineering College, Roorkee, ...	109	59,038 0 0	894 0 0	85·44	65,391 0 0	764 12 11	77·66	50,767 13 0	654 0 0	110·92	60,362 0 0	575 4 10	141·86	64,233 0 0	452 0 0
Ditto Medical School, Agra, ...	...	...	...	...	...	...	...	...	...	111·33	21,462 6 9	191 15 0	107	21,970 0 0	205 5 3
Private.															
Mission Normal School, Benares, ...	...	...	...	22	3,600 0 0	163 10 2	41	2,810 0 0	68 8 7	34	6,276 0 0	313 12 8	51	8,237 0 0	141 14 5
Ditto Training School, Meerut, ...	...	...	...	...	...	...	...	...	...	...	...	0 0 0	10	659 5 11	65 14 11

Office of Director Public Instruction,
North-Western Provinces
Camp Mussoorie, the 31st August, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 13.—*Distinctions conferred by the Calcutta University during the year* 1865-66.

No.	Name of Students.	Name of Institutions.	Distinctions conferred.	Remarks.
1	Umesh Chundra Sanyal, ...	Benares College, ...	B. A. Examination, 1st Division.	
2	Chundra Shekhan Sanyal, ...	" " ...	" 2nd "	
3	J. Harris, ...	Agra " ...	" 2nd "	
4	Rutten Chund, ...	" " ...	First Examination in Arts, 1st "	
5	Hit Kishore, ...	" " ...	" 2nd "	
6	Opendro Nath Ghose, ...	Benares " ...	" 2nd "	
7	Baroda Prasad Ghose, ...	" " ...	" 2nd "	
8	Ram Sooroop Ghose, ...	" " ...	" 2nd "	
9	Soonder Lal, ...	Bareilly " ...	" 2nd "	
10	Chundra Shekhur, ...	" " ...	" 2nd "	
11	Permeshree Doss, ...	" " ...	" 2nd "	
12	Muden Mohun, ...	" " ...	" 2nd "	
13	Deopershad, ...	Agra " ...	Entrance Examination, 2nd "	
14	Nobin Chunder Sandyal, ...	" " ...	" 2nd "	
15	Taij Paul, ...	" " ...	" 1st "	
16	Sham Lal, ...	" " ...	" 2nd "	
17	Shyama Churren Banerjee, ...	Benares Queen's College,	" 2nd "	
18	Shiva Nath Banerjee, ...	" " ...	" 1st "	
19	Bala Krishna, ...	" " ...	" 2nd "	
20	Ajoodhia Prashad, ...	" " ...	" 2nd "	
21	Wooma Churren Mookerjee, ...	" " ...	" 2nd "	
22	Akhoy Koomar Miter, ...	" " ...	" 2nd "	
23	Joogul Kishore, ...	Bareilly " ...	" 2nd "	
24	Kishn Lal, 1st, ...	" " ...	" 2nd "	
25	Kishn Lal, 2nd, ...	" " ...	" 1st "	
26	Dori Lal, ...	" " ...	" 1st "	
27	Kundhia Lal, ...	" " ...	" 2nd "	
28	Gokul Prasad, ...	" " ...	" 1st "	
29	Mohun Lal, ...	" " ...	" 2nd "	
30	Niaz Ahmud, ...	" " ...	" 1st "	
31	Buldeo Prashad, ...	" " ...	" 2nd "	
32	Cheda Lal, ...	" " ...	" 1st "	
33	Ram Chund, ...	Ajmere School, ...	" 2nd "	
34	Huzaree Lal, ...	" " ...	" 1st "	
35	Gordhun, ...	" " ...	" 1st "	
36	Gunga Pershad, ...	" " ...	" 2nd "	
37	Beharee Lal, ...	" " ...	" 2nd "	
38	Dwarka Pershad, ...	H. H. S., Etawah, ...	" 2nd "	
39	Luchmi Narain, ...	" " ...	" 2nd "	
40	Gokul Chund, ...	" " ...	" 2nd "	

OFFICE OF DIRECTOR P. INSTRUCTION,
N. W. PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 14.—*Return of Scholarships gained during the year* 1865-66.

A.—SENIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT COLLEGES.

Name of Scholars.	College at which gained.	When gained.	Free or Stipendiary.	Rs.	A.	P.	For how long Tenable.	For Proficiency in what Branch	Remarks.
Rutten Chund, ...	Agra College.	1st January, 1866.	Stipendiary,	20	0	0	One Year,	Calcutta U. 1st Arts Examination, 1st Divn.	
Hit Kishore, ...	Ditto,	Ditto,	Ditto,	16	0	0	Ditto,	Ditto, 2nd Ditto.	
Deo Pershad, ...	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	Calcutta U. E. E. 2nd Ditto.	
Sham Lal, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	Ditto, 2nd Ditto.	
Nobin Chunder, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	Ditto, Ditto.	
Mohun Lal, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	G. P. Department Examination.	
Permeshree Doss, ...	Bareilly College.	Ditto,	Ditto,	16	0	0	Ditto,	Calcutta U. 1st Arts Examination, 2nd Ditto.	
Soonder Lal, ...	Ditto,	Ditto,	Ditto,	16	0	0	Ditto,	Ditto, Ditto.	
Chundra Shekhur, ...	Ditto,	Ditto	Ditto,	16	0	0	Ditto,	Ditto, Ditto.	
Dila Ram, ...	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	G. P. Department Examination.	
Mahomed Said, ...	Ditto,	Ditto	Ditto,	15	0	0	Ditto,	Ditto.	
Piaray Lal, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	Ditto.	
Cheda Lal, ...	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	Calcutta University E. E. 1st Ditto.	
Gokul Prasad, ...	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	C. U. E. E. 1st Ditto.	
Niaz Ahmud, ...	Ditto,	Ditto	Ditto,	15	0	0	Ditto,	C. U. E. E. 1st Ditto.	
Dori Lal, ...	Ditto,	Ditto	Ditto,	15	0	0	Ditto,	C. U. E. E. 1st Ditto.	
Kishn Lal, 2nd, ...	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	C. U. E. E. 1st Ditto.	
Mohun Lal, ...	Ditto,	Ditto	Ditto,	10	0	0	Ditto,	C. U. E. E. 2nd Ditto.	
Kishn Lal, 1st, ...	Ditto,	Ditto	Ditto,	10	0	0	Ditto,	C. U. E. E. 2nd Ditto.	
Buldeo Prashad, ...	Ditto,	Ditto	Ditto,	10	0	0	Ditto,	C. U. E. E. 2nd Ditto.	
Joogul Kishore, ...	Ditto,	Ditto	Ditto,	10	0	0	Ditto,	C. U. E E. 2nd Ditto.	
Kanuhia Lal, ...	Ditto,	Ditto,	Ditte,	10	0	0	Ditto,	Ditto. Ditto.	
Umesh Chunder, ...	Benares College.	Ditto,	Ditto,	25	0	0	Ditto,	C. U. B. A. 1st Ditto.	
Chundr Shekha, ...	Ditto,	Ditto,	Ditto,	25	0	0	Ditto,	Ditto, 2nd Ditto.	
Poorno Chunder, ...	Ditto,	Ditto,	Ditto,	20	0	0	Ditto,	G. P. Department Examination.	
Ram Mohun, ...	Ditto,	Dttto,	Ditto,	20	0	0	Ditto,	Ditto.	
Bhola Nath, ...	Ditto,	Ditto,	Ditto,	20	0	0	Ditto,	Ditto.	
Baroda Prasad, ...	Ditto,	Ditto,	Ditto,	16	0	0	Ditto,	Calcutta U. 1st Arts Examination, 2nd Divn.	
Ram Roop, ...	Ditto,	Ditto,	Ditto,	16	0	0	Ditto,	Ditto Ditto Ditto.	

Lukshme Shunker,	...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	G. P. Department Examination.	
Aditya Ram,	...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	Ditto.	
Mohender Nath,	...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	Ditto.	
Bala Kishen,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	C. C. E. E.	2nd Division.
Shiama Churren,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	Ditto.
Ajoodhia Pershad,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	Ditto.
Okhoy Koomar,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	Ditto.
Wooma Churn,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	Ditto.
Hazari Lal,	...	Ajmere School,	Ditto,	Ditto,	15 0 0	Ditto,	Ditto,	1st Ditto.
Gordhun,	...	Ditto,	Ditto,	Ditto,	15 0 0	Ditto,	Ditto,	1st Ditto.
Ram Chundra,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	2nd Ditto.
Gunga Prashad,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	2nd Ditto.
Beharee Lall,	...	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	2nd Ditto.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 14.—*Return of Scholarships gained during the year*, 1865-66.

B.—JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.

Name of Scholars.	School at which gained.	When gained.	Free or stipendiary.	Rs.	As.	P.	For how long tenable.	For proficiency in what Language.	Remarks.
Gunga Surren, ...	Agra College,	1st January, 1866,	Stipendiary,	8	0	0	One Year,	Genl. Proficiency Department Examination.	
Shiam Lall, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Jwala Pershad, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Jugun Nath, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Seva Ram, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Ghunshiam Narain, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Gover Dhun, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Girdhur Dass, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Inder Narain, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Madho Dass, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Radha Kishen, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Ram Dial, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Jwala Pershad, ...	Ditto,	Ditto,	Ditto.	5	0	0	Ditto,	Ditto.	
Jafer Hosein, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Jafer Hosein, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Runjeet Sing, ...	Bareilly College,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Inayut Ullah, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Kuramut Ullah, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Baij Nath, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Jwala Pershad, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Cheda Lal, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Budree Surren, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Jwala Dutt, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Sohun Lal, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Amirooddeen, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Beharee Lal, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Mitthun Lal, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Dulthummun Sing, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Niadir Mul, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Radha Pershad, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Cheit Ram, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	

Toolsi Ram,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Mahomed Abas,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Mohendro Nath,	...	Benares College,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Sital Prasad,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Sheo Shunker,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Bipin Behari	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Sar Nath,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Ram Chundr,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Hafiz Ulla.	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Shivatahul Lal,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Permeshri Dyal,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Beni Madho,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Taij Chundr,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Akbur Khan,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Kashi Pershad,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Kashi Nath.	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Behari Lal,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Ajoodhia Pershad,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Jawahir Sing,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Grish Chundr,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Deoki Narain,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Mosahib Hosein,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Mahadeo Chowheri,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Lukshmi Narain,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Gujjoo Mul,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Siva Gobind,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Haim Chundr,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Thakur Pershad,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Chumoo Lal	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Ram Sahai,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Ram Daor Ajha,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	Sanscrit Dept.	
Bina Nath Shashi,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Sobha Ram,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.		
Salig Ram, 1st,	...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto.		
Salig Ram,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Lukshmi Nath,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.		
Ragu Patee,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Bapu,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Chikhuri,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Sheva Koomar,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Keshawa,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Bhudeva,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Genl. Proficency Department Examination.		
Lukshman,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Sita Ram,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Rama Krishna,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.		
Kunj Lal,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.		
Sri Nibas,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.		

APPENDIX F.

TABLE No. 14.—*Return of Scholarships gained during the year*, 1865-66.

B.—JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.

Name of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	Rs.	As.	P.	For how long Tenable.	For proficiency in what Language.	Remarks.
Lukshmun, ...	Benares College,	1st January, 1866.	Stipendiary,	3	0	0	One Year,	Genl. Proficiency Department Examination.	
Hur Nath, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.	
Krishna Dutta, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto. Sanscrit Dept.	
Mahadeva Deoa, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.	
Ram Nundun, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.	
Laljee, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.	
Ambika Dutta, ...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,	Ditto.	
Vishna Shashi, ..	Ditto,	Ditto,	Ditto,	15	0	0	Ditto,	Ditto.	
Baba Ram, ...	Ditto,	Ditto,	Ditto,	12	0	0	Ditto,	Ditto. A. S. Dept.	
Sankotta Dutta, ...	Ditto,	Ditto,	Ditto,	12	0	0	Ditto,	Ditto.	
Ramavattra, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	Ditto.	
Ganesh Jya Krishna, ...	Ditto,	Ditto,	Ditto,	10	0	0	Ditto,	Ditto.	
Grish Chundra Cattz, ...	Ditto.	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Prayag Dutta, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Dwarka Nath Mokerje, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Rameshwar, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Shiva Shunker, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Ram Shunker, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Krishna Lal, ...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto.	
Chavi Lal, ...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto.	
Ram Jewan, ...	Ajmere School,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Ram Rutten, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Sri Ram, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Narain Sehai, ...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto.	
Oodey Chund, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Hur Narain, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Annundi Lal, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Nanu Chund, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Sookhdeo, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	
Buldeo Prasad, ...	H S., Etawah	Ditto,	Ditto,	8	0	0	Ditto,	Dttio.	
Raj Koomar, ...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,	Ditto.	
Bunsee Dhur, ...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,	Ditto.	

Baldeo Sehai,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,		Ditto
Budhoo Mul,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,		Ditto.
Nursing Dass,	...	Ditto,	Ditto,	Ditto,	5	0	0	Ditto,		Ditto.
Bankey Lall,	...	Ditto,	Ditto,	Ditto,	4	0	0	Ditto,		Ditto.
Ragu Nath,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,		Ditto.
Jyduyal,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,		Ditto.
Doorga Sehai,	...	Budaon A. V. S,	1st March, 1866,	Free.	3	0	0	3 years,		Ditto.
Mahomed Awaz,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,		Ditto.
Ram Lal,	...	Seharunpore A. V. S,	1st Oct. 1865,	Ditto,	3	0	0	Ditto,		Ditto.
Gunput Rai,	...	Ditto,	Ditto,	Ditto,	3	0	0	Ditto,		Ditto.
Mool Chund,	...	Moozuffernuggur A.V. S.	1st July, 1865,	Ditto,	3	0	0	Ditto,		Ditto.
Hurdian Singh,	...	Ditto,	1st Oct., 1865,	Ditto,	3	0	0	Ditto,		Ditto.
Niamut Ali,	...	Ditto,	1st Jany., 1865,	Ditto,	3	0	0	Ditto,	Govt. Proficiency	Department Examination.
Naim Nath,	...	Ditto,	1st July, 1865,	Ditto,	2	0	0	Ditto,		Ditto.
Dulput Rai,	...	Ditto,	1st Sept., 1865,	Ditto,	2	0	0	Ditto,		Ditto.
Behari Lal,	...	Ditto,	25th Sept., 1865,	Ditto,	2	0	0	Ditto,		Ditto.
Juggun Nath,	...	Ditto,	1st March, 1866,	Ditto,	2	0	0	Ditto,		Ditto.
Nazur Hossein,	...	Ditto,	Ditto,	Ditto,	2	0	0	Ditto,		Ditto.
Kasoombery Lal,	...	Ditto,	1st June, 1865,	Ditto,	2	0	0	Ditto,		Ditto.
Kulyan,	...	Meerut A. V School,	8th Feby., 1866,	Ditto,	3	0	0	Ditto,		Ditto.
Phool Sing,	...	Ditto,	15th April,	Ditto,	3	0	0	Ditto,		Ditto.
Gunga Pershad,	...	St. John's College,	1st Jany., 1866,	Ditto,	10	0	0	One Year.	C. U. E E. 1864,	1st Division.
C. Lowther,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto,	2nd Ditto,
Dost Mahomed,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto,	Ditto,
Bhola Nath,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto,	Ditto,
Bankai Behari,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto, 1865,	1st Ditto,
L. T. Shamrow,	...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto,	2nd Ditto,
Moorli Dhur,	...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto,	Ditto,
Shashi Shekhur,	...	Joy Narain's College.	Ditto,	Ditto,	8	0	0	Ditto,	Ditto, 1864,	2nd Ditto,
Gunput Giri,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto,	Ditto,
Johun Dass,	...	Ditto,	Ditto,	Ditto,	8	0	0	Ditto,	Ditto, 1865,	1st Ditto,
Bindshware Prasad,	...	Ditto,	Ditto,	Ditto,	6	0	0	Ditto,	Ditto,	Ditto,

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, N.-W. Provinces, during the year* 1865-66.

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	Remarks.
	1st CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.				
Allygurh.					
Sookh Ram, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	1st Class Tahsili Teachership.	
Luchmi Narain, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mool Chund, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Ditto.	
Jhandi Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sib Sahai, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Jowheri Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Chotey Lal, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.	
Tika Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bhoj Raj, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kashi Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sookh Ram, 2nd, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Tika Ram, 2nd, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Ram Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Luchmun Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kulyan Dass, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bulundshuhur.					
Baker Ali, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.	
Niaz Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Ulfut Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Quassim Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bal Kishun, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Yawar Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mahomed Khan, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.	
Adhum Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gunga Sehai, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Guneshi Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Azim Khan, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.	
Umrao Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sada Sookh Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kunuhia Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nagur Mul, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Meerut.					
Sahib Lall, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.	
Ram Suroop, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	

Alladia, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Mahomed Ally, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Mahomed Hossein, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.
Zakir Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Nizam-uddeen, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.
Elahai Buksh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Kishen Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Shib Sahai, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Bani Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Davi Sahai, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Salig Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Ganeshi Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Moozuffernuggur.				
Fuzul Hossein, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.
Kunuhia Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Fakir Chund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Hussiar Singh, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.
Mahdi Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Vazir Mahomed, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Jog Nund Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Amim Chund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Sheik Bencha, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.
Toolsi Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Mahomed Amir, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Ahmed Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Jalal-uddeen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Shahamut Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Istiq Ahmed, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Amere Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Zakir Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Seharunpore.				
Gunput Roy, ...	Meerut, May 1865, ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.
Juggun Nath, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Doorgh Bal Sing, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Gokul Sing, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Doulut Ram, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Tahsili Teachership.
Ruttun Singh, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.
Asgher Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Heera Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Beharee Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Shib Sahai, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Saadut Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.

APPENDIX. F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1865-66.—(Continued.)

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	1st CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. P.—*(Concluded.)*				
Budaon.					
Hur Pershad, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.	
Kunuhia Lal, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.	
Mat. Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sepahdar Khan, ...	Ditto, ...	Ditto, ...	3rd Ditto, ...	Hulkabundi Teachership.	
Elahee Buksh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Niam-uddeen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bashir-uddeen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mahomed Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Toolsi Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bhagwan Dass, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Moradabad.					
Hydur Ali, ...	Meerut, May, 1865, ...	Meerut, Normal School. ...	1st Grade, ...	Tahsili Teachership.	
Niaz-uddeen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Niaz Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Abdool Ghani Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gholam Rosool Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nasir-uddeen, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.	
Koodrut-ullah, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Abas Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Fida Hossein, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Koodrut-ulla, ...	Ditto. ...	Ditto, ...	Ditto, ...	Ditto.	
Shahjehanpore					
Shib Komar, ...	Meerut, May, 1865. ...	Meerut Normal School, ...	1st Grade, ...	Tahsili Teachership.	
Hafiz-ulla Khan, ...	Ditto, ...	Ditto, ...	2nd Ditto, ...	2nd Class Ditto.	
Futteh Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Khan Ali Khan, ...	Ditto, ...	Ditto,	3rd Ditto, ...	Hulkabundi Teachership.	
Roshun Ali ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gholam Rosool, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Salamut-ulla Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sàd-ullah Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Lulta Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	

Moobarik Sah Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Imanam Buksh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Ahmud Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Vilait Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Salamut Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Azim-uddeen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Poorun Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Agra District.	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.			
Ram Soorup, ...	Dy. Inspector's Office, May, 1866, ...	Tahsili School, ...	3rd Class, ...	Hulkabundi Teachership.
Ameer Khan, ...	Ditto, Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Heit Ram, ...	Ditto, Ditto, ...	Hulkabundi School, ...	Ditto, ...	Ditto.
Nawazish Ally, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Tahsili Teachership.
Bal Mokund, ...	Ditto, Ditto, ...	Agra Normal School, ...	Ditto, ...	Hulkabundi Teachership.
Kullo Ram, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Ditto.
Khindey Ram, ...	Ditto, Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Zahir Sing, ...	Ditto, Ditto, ...	Agra Normal School, ...	Ditto, ...	Ditto.
Chuda Lal, ...	Ditto, June, 1865, ...	Hulkabundi School, ...	Ditto, ...	Ditto.
Bal Kishen, ...	Ditto, Ditto, ...	Agra Normal School, ...	Ditto, ...	Ditto.
Oodey Raj, ...	Ditto, July, 1865, ...	Hulkabundi School, ...	Ditto, ...	Ditto.
Jwala Nath, ...	Ditto, August, 1865,	Ditto ditto, ...	Ditto, ...	Assistant Ditto.
Huzaree Lal, ...	Ditto, July, 1865, ...	Ditto ditto, ...	Ditto, ...	Hulkabundi Teachership.
Hur Narain, ...	Ditto, August, 1865,	Ditto ditto, ...	Ditto, ...	Ditto.
Narain Prasad, ...	Ditto, Ditto, ...	Agra Normal School, ...	Ditto, ...	Ditto.
Gopal, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Ditto.
Nathoo Singh, ...	Ditto, Nov., 1865, ...	Private, ...	Ditto, ...	Assistant Tahsili Teachership.
Mithoo Lall, ...	Ditto, August, 1865,	Hulkabundi School, ...	Ditto, ...	Hulkabundi Teachership.
Ram Dyal, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Ditto.
Ram Sahaie, ...	Ditto, Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Cheda Lal, ...	Ditto, July, 1865, ...	Hulkabundi School, ...	Ditto, ...	Ditto.
Hur Narain, ...	Ditto, Ditto, ...	Ditto, ...	Ditto, ...	Assistant Ditto.
Ishri Pershad, ...	Ditto, Sept., 1865, ...	Agra Normal School, ...	Ditto, ...	Ditto.
Oomrao Singh, ...	Ditto, Ditto, ...	Hulkabundi School, ...	Ditto, ...	Hulkabundi Teachership.
Gandi Lal, ...	Ditto, Ditto, ...	Normal School, ...	Ditto, ...	Ditto.
Deota Pershad, ...	Ditto, October, 1865,	Ditto, ...	Ditto, ...	Ditto.
Heera Lal, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Ditto.
Nund Kishore, ...	Ditto, Nov., 1865, ...	Ditto, ...	Ditto, ...	Ditto.
Buldeo Singh, ...	Ditto, August, 1865,	Agra Normal School, ...	Ditto, ...	Ditto
Kunhya Lal, ...	Ditto, Jany., 1860, ...	Hulkabundi School, ...	Ditto, ...	Ditto.
Gobind Ram, ...	Ditto, Febry., 1860, ...	Ditto ditto, ...	Ditto, ...	Ditto.
Beharie Lal, ...	Ditto, Ditto, ...	Ditto ditto, ...	Ditto, ...	Ditto.
Kadir Ally, ...	Ditto, Ditto, ...	Tahsili School, ...	Ditto, ...	Assistant Ditto.
Motee Ram, ...	Ditto, ...	Agra Normal School, ...	Ditto, ...	Hulkabundi School.
Dabee Pershad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Bhola Nath, ...	Ditto, March, 1866, ...	Tahsili School, ...	Ditto, ...	Ditto.
Vazeerun, ...	Ditto, May, 1865, ...	Private School, ...	Ditto, ...	Female School.
Meerun, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, for the year* 1865-66.—(Continued.)

Name of passed Candidates.	Where and when Established.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)				
Pem Koer, ...	Dy. Inspector's Office, May, 1865, ...	Private School, ...	1st Grade, ...	Female School.	
Gunga, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Ram Komar, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Lado, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Khanum, ...	Ditto, July, 1865, ...	Ditto, ...	Ditto, ...	Ditto.	
Ajoodhia, ...	Ditto, August, 1865, ...	Ditto, ...	Ditto, ...	Ditto.	
Oottum Chund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Moonga Ram, ...	Ditto, July, 1865, ...	Agra Normal School, ...	Ditto, ...	Ditto.	
Kunhia Lal, ...	Ditto, ...	Private School, ...	Ditto, ...	Ditto.	
Cheit Singh, ...	Ditto. ...	Ditto, ...	Ditto, ...	Ditto.	
Janki, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kullia, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Put Ram, ...	Ditto, August, 1865, ...	Ditto, ...	Ditto, ...	Ditto.	
Buldeo, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Balmookund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Jogul Kishore, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Doolee Chund, ...	Ditto, August, 1865, ...	Ditto, ...	3rd Class, ...	Ditto.	
Raj Doi, ...	Ditto, October, 1865, ...	Ditto, ...	Ditto, ...	Ditto.	
Nunkishore, ...	Ditto, January, 1866, ...	Ditto, ...	Ditto, ...	Ditto.	
Jashodah Komar, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Toolsi Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Binda Bun, ...	Ditto, February, 1865, ...	Ditto, ...	Ditto, ...	Ditto.	
Goura, ...	Ditto, March, 1866, ...	Ditto, ...	Ditto, ...	Ditto.	
Gungo Komar, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Ut Komar, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mohun Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nunki Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Thakur Dass, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sookh Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Luteef-un-Nissa, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Dya Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Cawnpore District.					
Chedi Lal, ...	Dy. Inspector's Office, 12th May, 1865,	Private School, ...	1st Class, ...	Putwarship.	

Etah District.					
Heit Lal,	Dy. Inspector's Office, May, 1865,	Hulkabundi School,	3rd Class,	Teachership.
Gunga Pershad,	Ditto,	Ditto,	Ditto,	Ditto.
Teeka Ram,	Ditto,	Ditto,	Ditto,	Ditto.
Dhurum Singh,	Ditto,	Ditto,	Ditto,	Ditto.
Roodr Prasad,	Ditto,	Tahsili School,	Ditto,	Mohurrirship.
Mohun Lall,	Ditto,	Hulkabundi School,	Ditto,	Hulkabundi Teachership.
Narain Dass,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Buldeo Pershad,	Ditto,	Tahsili School,	Ditto,	Ditto.
Rughber Dial,	Ditto,	Ditto,	Ditto,	Mohurrirship.
Narain Dass,	Ditto,	Ditto,	Ditto,	Hulkabundi Teachership.
Khungur Singh,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Sahib Singh,	Ditto,	Ditto,	Ditto,	Ditto.
Sheo Pershad,	Ditto,	Ditto,	Ditto,	Ditto.
Lekhraj,	Ditto, June, 1865,	Hulkabundi School,	Ditto,	Ditto.
Sooruj Pershad,	Ditto,	Tahsili School,	Ditto,	Mohurrirship.
Luchmun Pershad,	Ditto,	Ditto,	Ditto,	Hulkabundi Teachership.
Luchmun Singh,	Ditto,	Hulkabundi School,	Ditto,	Ditto.
Kunhya Lal,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Ram Deen,	Ditto,	Tahsili School,	1st Ditto,	Ditto.
Khoshal Singh,	Ditto,	Ditto,	3rd Ditto,	Ditto.
Jey Ram,	Ditto,	Ditto,	Ditto,	Ditto.
Buldeo,	Ditto, August, 1865,	Ditto,	Ditto,	Ditto.
Tola Ram,	Ditto, September, 1865,	Hulkabundi School,	Ditto,	Ditto.
Ajoodhia Pershad,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Tika Ram,	Ditto,	Ditto,	Ditto,	Ditto.
Shib Shunkur,	Ditto,	Ditto,	Ditto,	Ditto.
Validad Khan,	Ditto,	Tahsili School,	Ditto,	Ditto.
Mokut Lal,	Ditto,	Ditto,	Ditto,	Ditto.
Guneshee Lal,	Ditto,	Hulkabundi,	Ditto,	Ditto.
Doorjun Singh,	Ditto,	Ditto,	Ditto,	Ditto.
Bhawanee Pershad,	Ditto, December, 1865,	Tahsili School,	Ditto,	Mohurrirship.
Kally Churn,	Ditto,	Hulkabundi,	Ditto,	Hulkabundi Teachership.
Rughber Dial,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Moorlee Dhur,	Ditto,	Hulkabundi School,	Ditto,	Ditto.
Chotey Lal,	Ditto,	Agra Normal School,	Ditto,	Ditto.
Salig Ram,	Ditto,	Tahsili School,	Ditto,	Ditto.
Thakur Dass,	Ditto,	Hulkabundi School,	Ditto,	Putwariship.
Furruckabad District.				
Seeta Ram,	Dy. Inspector's Office, 20th May, 1865,	Tahsili School,	No. 27,	Assistant Hulkabundi Teachership.
Furkhund Ally,	Ditto, 27th ditto,	Hulkabundi School,	" 30,	Ditto.
Alli Hossein,	Ditto,	Tahsili School,	" 77,	Hulkabundi Teachership.
Shib Dial,	Ditto, 17th ditto,	Hulkabundi School,	" 54,	Ditto.
Mehee Lal,	Ditto, 15th ditto,	Ditto,	" 54,	Ditto.
Koondun Lal,	Ditto,	Tahsili School,	" 70,	Ditto.
Kuplishur,	Ditto,	Ditto,	" 77,	Ditto.

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North Western Provinces, during the year* 1865-66.—(Continued.)

Name of passed Candidates.	Where and when Established.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)				
Bidyia Dhun, ...	Depy. Inspr.'s Office, 2nd June, 1865,	Hulkabundi School, ...	No. 37, ...	Hulkabundi Teachership.	
Lulta Pershad, ...	Ditto, 1st July, 1865, ...	Mission High School, Furruckabad, ...	" 49, ...	Ditto.	
Bhugun Lal, ...	Ditto, 13th June, 1865, ...	Private, ...	" 21, ...	Assistant Ditto.	
Chadum Lal, ...	Ditto, 25th June, 1865, ...	Agra Normal School, ...	" 138, ...	Tahsili Teachership.	
Koonjee Lal, ...	Ditto, ...	High School, ...	" 147, ...	Sub-Deputy Inspectorship.	
Johurri Lal, ...	Ditto, ...	Tahsili School, ...	" 65, ...	Mohurrirship.	
Beharee Lal, ...	Ditto, 3rd July, 1865, ...	Agra Normal School, ...	" 56, ...	Hulkabundi Teachership.	
Luchmun Prasad, ...	Ditto, ...	Tahsili School, ...	" 55, ...	Ditto.	
Deen Dial, ...	Ditto, ...	Ditto, ...	" 54, ...	Ditto.	
Bankey Beharee Lal, ...	Ditto, 4th July, 1865, ...	Ditto, ...	" 54, ...	Ditto.	
Ram Dyal, ...	Ditto, ...	Ditto, ...	" 32, ...	Ditto.	
Chutr Dharee Lal, ...	Ditto, ...	Ditto, ...	" 64, ...	Ditto.	
Jhummun Lal, ...	Ditto, 19th July, 1865, ...	Ditto, ...	" 53, ...	Ditto.	
Chadum Lall, ...	Ditto, 27th July, 1865, ...	Agra Normal School, ...	" 87, ...	Assistant Ditto.	
Jey Lall, ...	Ditto, 26th August, 1865, ...	Hulkabundi School, ...	" 75, ...	Monitorship.	
Mahomed Ally, ...	Ditto, 2nd September, 1865, ...	Private School, ...	" 59, ...	Hulkabundi Teachership.	
Salig Ram, ...	Ditto, ...	Tahsili School, ...	" 108, ...	Assistant Ditto.	
Vahib Hossein, ...	Ditto, 28th August, 1865, ...	Ditto, ...	" 17, ...	Ditto.	
Meena Lal, ...	Ditto, 5th October, 1865, ...	Mission School, ...	" 65, ...	Ditto.	
Kally Churn, ...	Ditto, 10th November, 1865, ...	Private School, ...	" 51, ...	Ditto.	
Mobarick Ali, ...	Ditto, ...	Ditto, ...	" 50, ...	Ditto.	
Mool Chund, ...	Ditto, 15th November, 1865, ...	Agra Normal School, ...	" 1,150, ...	Ditto.	
Luchmun Pershad, ...	Ditto, ...	Ditto, ...	" 66, ...	Hulkabundi Teachership.	
Mojahut Khan, ...	Ditto, 21st November, 1865, ...	Private School, ...	" 34, ...	Assistant Ditto.	
Vazir Ali, ...	Ditto, 6th December, 1865, ...	Tahsili School, ...	" 41, ...	Hulkabundi Teachership.	
Kadur Buksh, ...	Ditto, 15th December, 1865, ...	Hulkabundi School, ...	" 48, ...	Assistant Ditto.	
Mukhdum Buksh, ...	Ditto, 28th December, 1865, ...	Ditto, ...	" 28, ...	Ditto.	
Raghu Nundun, ...	Ditto, 26th January, 1865, ...	Tahsili School, ...	" 25, ...	Ditto.	
Mool Chund, ...	Ditto, 6th March, 1865, ...	Agra Normal School, ...	" 97, ...	Mohurrirship.	
Lootee Lal, ...	Ditto, 1st July, 1865, ...	Private School, ...	" 31, ...	Female Teachership.	
Dwark Dass, ...	Ditto, 31st July, 1865, ...	Ditto, ...	" 24, ...	Ditto.	
Nazur Ally, ...	Ditto, 11th August, 1865, ...	Ditto, ...	" 22, ...	Ditto.	
Damoder Dass, ...	Ditto, 20th October, 1865, ...	Ditto, ...	" 15, ...	Ditto.	
Tuffuzzul Hossein, ...	Ditto, 8th December, 1865, ...	Ditto, ...	" 30, ...	Ditto.	

Humeerpore District.					
Dwarka Pershad, ...	Dy. Inspector's Office, 12th June, 1865,	Private School, ...	...		Hulkabundi Teachership,
Praj Lal, ...	Ditto, ...	Tahsili School, ...	...		Ditto.
Kalka Pershad, ...	Ditto, ...	Private School, ...	...		Ditto.
Choonie Lal, ...	Ditto, ...	Tahsili School, ...	...		Ditto.
Baz Khan, ...	Ditto, ...	Private School, ...	...		Ditto.
Buldeo Pershad, ...	Ditto, 8th September, 1865, ...	Hulkabundi School, ...	...		Assistant Ditto.
Moorli Dhur, ...	Ditto, October, 1865, ...	Tahsili School, ...	...		Hulkabundi Teachership.
Sheo Buksh Roy, ...	Ditto, ...	Ditto, ...	...		Tahsili Teachership.
Gunga Pershad, ...	Ditto, ...	Ditto, ...	...		Hulkabundi Teachership.
Juggun Nath Pershad, ...	Ditto, ...	Ditto, ...	...		Ditto.
Dheruj Singh, ...	Ditto, ...	Ditto, ...	...		Ditto.
Mudun Mohun, ...	Ditto, ...	Private School, ...	...		Ditto.
Mowji Lal, ...	Ditto, January, 1866, ...	Normal School, ...	...		Ditto.
Ibn Hossein, ...	Ditto, ...	Tahsili School, ...	...		Ditto.
Adhari Lal, ...	Ditto, 25th February, 1866, ...	Hulkabundi School, ...	...		Ditto.
Soorj Balli, ...	Ditto, ...	Ditto, ...	...		Ditto.
Juggun Nath Pershad, ...	Ditto, January, 1866, ...	Ditto, ...	...		Ditto.
Bunsi Dhur, ...	Ditto, November, 1865, ...	Agra Normal School, ...	...		Ditto.
Heera Lal, ...	Ditto, August, 1865, ...	Hulkabundi School, ...	...		Ditto.
Jhansie District.					
Chowdry Girdhari Lal, ...	Etawah Noormal School ...	Hulkabundi School, ...	1st Class,	...	Hulkabundi Teachership.
Gopal Singh, ...	Ditto, ...	Ditto, ...	2nd Class,	...	Ditto.
Jwala Pershad, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Jugmohun Nath, ...	Ditto, ...	Ditto, ...	1st Class,	...	Ditto.
Kashi Pershad, ...	Ditto, ...	Ditto, ...	2nd Class,	...	Ditto.
Nunnoo Singh, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Kamta Pershad, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Ajoodhia Pershad, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Lullutpore District.					
Sunder Lal, ...	Deputy Inspector's Office, January, 1866,	Tahsili School, ...	3rd Class,	...	Tahsili Teachership.
Huzari Lal, ...	Ditto, ...	Ditto, ...	Ditto,	...	Hulkabundi Teachership.
Munno Lal, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Bahadur Singh, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Ameer Ali, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Buldeo Pershad, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Toolshi Ram, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Butto Lal, ...	Ditto, ...	Ditto, ...	Ditto,	...	Ditto.
Mympoorie.					
Jwala Pershad, ...	Deputy Inspector's Office, May, 1865,	Tahsili School, ...		...	Hulkabundi Teachership.
Ram Dyal, ...	Ditto, ...	Ditto, ...		...	Ditto.
Punwari Lal, ...	Ditto, ...	Ditto, ...		...	Ditto.

NGAL SECRE

APPENDIX F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1865-66.—*(Continued.)*

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.—*(Concluded.)*				
Ram Pershad, ...	Dy. Inspector's Office, June, 1865, ...	Tahsili School, ...	...	Hulkabundi Teachership.	
Rutten Lal, ...	Ditto, ...	Hulkabundi School, ...	...	Ditto.	
Ajoodhia Lal, ...	Ditto, May, 1865, ...	Ditto, ...	...	Ditto.	
Dabi Pershad, ...	Ditto, ...	Agra Normal School, ...	...	Ditto.	
Nowbut Roy, ...	Ditto, June, 1865, ...	Ditto, ...	...	Ditto.	
Lukshme Chund, ...	Ditto, ...	Hulkabundi, School. ...	...	Ditto.	
Bhawanee Pershad, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Buldeo Pershad, ...	Ditto, July, 1865, ...	Agra Normal School, ...	...	Ditto.	
Bulwant Singh, ...	Ditto, ...	Hulkabundi School, ...	...	Ditto.	
Mutthra Pershad, ...	Ditto, ...	Tahsili School ...	...	Ditto.	
Ganesh Pershad, ...	Ditto, ...	Mission School, ...	...	Ditto.	
Shib Shunkur, ...	Ditto, ...	Hulkabundi, ...	...	Ditto.	
Dummur Singh, ...	Ditto, ...	Agra Normal School, ...	...	Ditto.	
Chatur Singh, ...	Ditto, ...	Hulkabundi School, ...	...	Ditto.	
Hunnoman Pershad, ...	Ditto, August, 1865, ...	Private School, ...	...	Ditto.	
Mazur Ally, ...	Ditto, September, 1865, ...	Ditto, ...	...	Ditto.	
Jwala Pershad, ...	Ditto, ...	Tahsili Ditto, ...	...	Ditto.	
Toolsi Ram, ...	Ditto, October, 1865, ...	Ditto, ...	...	Assistant Ditto.	
Sheo Dhurrum, ...	Ditto, ...	Ditto, ...	...	Hulkabundi Ditto.	
Ras Beharee Lal, ...	Ditto, ...	Private School, ...	...	Ditto.	
Seetul Prasad, ...	Ditto, ...	Mission School, ...	...	Ditto.	
Jas Ram, ...	Ditto, ...	Hulkabundi School, ...	...	Ditto.	
Kanoji Lall, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Behari Lal, ...	Ditto, ...	Private School, ...	...	Ditto.	
Khyli Ram, ...	Ditto, ...	Hulkabundi School, ...	...	Ditto.	
Chakur Pal, ...	Ditto, ...	Tahsili School, ...	...	Ditto.	
Jhao Lal, ...	Ditto, November, 1865, ...	Hulkabundi School, ...	...	Ditto.	
Gunga Pershad, ...	Ditto, ...	Tahsili School, ...	...	Ditto.	
Ushruf Hossein, ...	Ditto, ...	Private School, ...	...	Ditto.	
Behari Lal, ...	Ditto, ...	Agra Normal School, ...	...	Ditto.	
Dabee Singh, ...	Ditto, December, 1865, ...	Hulkabundi School, ...	...	Ditto.	
Khorshaid Ali, ...	Ditto, February, 1865, ...	Tahsili School, ...	...	Ditto.	

3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.

Mohumed Usuf,	...	January, 1866, Allahabad,	...	Kara Tahsili School,	...	B.,	...	Amanah Moonsiffee.
Ram Pershad,	...	At Benares,	...	Sudder Bazaar Hulkabundi School,	...	B,	...	
Syam Lal,	...	At Benares,	...	Sudder Bazaar H. School,	...	B,	...	
Juggun Nath Singh,	...	Ditto,	...	Ditto,	...	B.,	...	
Madho Lal,	...	Ditto,	...	Ditto,	...	B.,	...	Goomashtagiree.
Munna Lal,	...	Ditto,	...	Ram Nuggur Tahsili School,	...	B.,	...	Hulkabundee Teacher.
Ajoodhia Pershad,	...	Ditto.	...	Ditto,	...	B.,	...	Popular Teacher.
Ram Surren,	...	Ditto,	...	Burthuna H. School,	...	B.,	...	Hulkabundi Teacher.
Hazaree Lal,	...	Ditto,	...	Sudder Bazar H. School,	...	B,	...	Ditto.
Nund Komar Lal,	...	Ditto,	...	Ditto,	...	B,	...	Ditto.
Dwarka Pershad,	...	Ditto,	...	Kundooa H. School,	...	B,	...	Putwaree.
Sree Pundit,	...	25th July, 1865, Goruckpore,	...	Koondooa H. School,	...	B.,	...	Ditto.
Brij Mohun Singh,	...	24th August, 1865, ditto,	...	Basokhur School,	...	B.,	...	Hulkabundi School Teacher.
Ram Lochun Singh,	...	8th September, 1865, ditto,	...	Bukhora School,	...	B.,	...	Ditto.
Shaikh Ameer Ali,	...	5th January, 1865, ditto,	...	Ditto,	...	B.,	...	Ditto.
Narrain Dutt,	...	22nd December, 1865, ditto,	...	Mahadewa School,	...	B.,	...	Ditto.
Ram Adhin,	...	23rd ditto,	...	Sandey School,	...	B.,	...	Ditto.
Mahadeo Pershad,	...	11th January, 1866, ditto,	...	Bustee Tahsil School,	...	B,	...	Ditto.
Tameswar Pershad,	...	18th ditto,	...	Luckohur H. School,	...	B.,	...	Ditto.
Dwarka Prasad,	...	10th February, 1866, ditto,	...	Mahsan H. School,	...	B.,	...	Ditto.
Vilayut Hossein,	...	1st March, 1866, ditto,	...	Dhurrumpoora H. School,	...	B.,	...	Ditto.
Beena Nund,	...	15th May, 1865, Futtehpore,	...	Mission School,	...	B,	...	Ditto.
Hoozubra Ali,	...	At Futtehpore,	...	At his own house,	...	B,	...	Ditto.
Madho Pershad,	...	1st August, 1865, ditto,	...	Hathgam Tahsili School,	...	B.,	...	Ditto.
Doulut Ram,	...	1st June, 1865, ditto,	...	At his own house,	...	B.,	...	Ditto.
Mahomed Vasil,	...	1st August, 1865, ditto,	...	Cawnpore Tahsili School,	...	B.,	...	Ditto.
Huzaree Lal,	...	1st July, 1865, ditto,	...	At his own house,	...	B.,	...	Ditto.
Mata Pershad,	...	1st July, 1865, ditto,	...	Ditto,	...	B.,	...	Ditto.
Koonj Beharee Lal,	...	1st September, 1865, ditto.	...	Sudder H. School,	...	B,	...	Ditto.
Luchmun Pershad,	...	1st September, 1865, ditto,	...	Mission School,	...	B.,	...	Ditto.
Hur Narain Lal,	...	1st December, 1865, ditto,	...	At his own house,	...	B.,	...	Ditto.
Ram Gholam,	...	1st December, 1865, ditto,	...	Ditto,	...	B.,	...	Ditto.
Soonderjeet,	...	1st December, 1865, ditto,	...	Ditto,	...	B.,	...	Ditto.
Dabee Dial,	...	1st February, 1865. ditto,	...	Ditto,	...	B.,	...	Ditto.
Bhokun Lal,	...	15th March, 1865, ditto,	...	Ditto,	...	B.,	...	Ditto.
Deongrain Lal,	...	15th ditto,	...	Ditto,	...	B,	...	Ditto.
Mahabeer Lal,	...	5th November, 1865, Ghazipore,	...	Normal School,	...	C.,	...	Putwaree.
Bhugwandeen,	...	5th ditto,	...	Mission School,	...	C.,	...	Ditto.
Gyan Chund,	...	5th ditto,	...	Ditto,	...	C.,	...	Teacher.
Asgur Hossein,	...	17th ditto,	...	Baharie Ditto,	...	C.,	...	Ditto.
Abdoolahad,	...	19th December, ditto,	...	Bulleah Ditto,	...	D.,	...	Ditto.
Bhawanee Deen,	...	1st November, ditto,	...	Ditto,	...	D,	...	Ditto.
Ganesh Prasad,	...	12th December, ditto,	...	Butnalpore Ditto,	...	D.,	...	Ditto.
Lal Mahomed,	...	18th October, ditto,	...	Ghazeepore Ditto,	...	D.,	...	Ditto.
Laljee Ojha,	...	1st February, 1866, ditto,	...	Bulhoor Ditto, Cawnpore District,	...	D.,	...	Ditto.
Adnath,	...	1st June, 1865, ditto,	...	Rusra Ditto,	...	D,	...	Ditto.
Gunput Roy,	...	1st June, 1865, ditto,	...	Quasimabad Ditto,	...	D.,	...	Ditto.

APPENDIX. F.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1865-66.—(Continued.)

Name of passed Candidates.	When and where Examined.	Where Educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)				
Mahabeer Roy, ...	26th August, 1865, ditto, ...	Ghazeepore School, ...	C., ...	Teacher.	
Ram Gholam Dass, ...	26th ditto, ...	Usufpore, Ditto, ...	C., ...	Ditto.	
Dabee Prasad, ...	29th October, 1865, ditto, ...	Bulliah School, ...	C., ...	Ditto.	
Gopal, ...	1st November, 1865, ditto, ...	Ditto, ...	C., ...	Ditto.	
Surjoo Prasad, ...	4th September, 1865, ditto, ...	Ditto, ...	C., ...	Ditto.	
Ram Churn, ...	16th October, 1865, ditto, ...	Ferozepore ditto, ...	C., ...	Ditto.	
Gungadhur Prasad, ...	1st February, 1866, ditto, ...	Government School, Benares,	D, ...	Ditto.	
Toolsi Prasad, ...	23rd January, 1866, ditto, ...	Syudpore ditto, ...	D., ...	Ditto.	
Sew Nundun, ...	6th July, 1865, ditto ...	Bikhol ditto, ...	D., ...	Ditto.	
Oomrao Singh, ...	5th December, 1865, ditto, ...	Bulliah ditto, ...	D., ...	Ditto.	
Kally Churn Pandé, ...	8th November, 1865, ditto, ...	Sadiabad ditto, ...	D., ...	Ditto.	
Jageshwar Misir, ...	4th February, 1866, ditto, ...	Ditto ditto, ...	D., ...	Ditto.	
Behare Doobé, ...	10th June, 1865, Goruckpore, ...	Burhulgunj ditto, ...	A., ...	Ditto.	
Ram Bureen Doobé, ...	18th June, 1865, ditto, ...	Ditto ditto, ...	A., ...	Ditto.	
Buldeo Doobé, ...	29th June, 1865, ditto, ...	Rampore ditto, ...	A., ...	Ditto.	
Beharee Doobe, 1st, ...	29th June, 1865, ditto, ...	Burhuj ditto, ...	A., ...	Ditto.	
Sree Nath, ...	6th July, 1865, ditto, ...	Gola Bazaar ditto, ...	A., ...	Ditto.	
Chundrasekhur, ...	29th June, 1865, ditto, ...	Harda ditto, ...	A., ...	Ditto.	
Kishendeo Singh, ...	29th June, 1865, ditto, ...	Jorafa ditto, ...	A., ...	Ditto.	
Luchmi Narain, ...	29th June, 1865, ditto, ...	Harda ditto, ...	A., ...	Ditto.	
Tujoomool Hossein, ...	24th August, 1865, ditto, ...	Rampore ditto, ...	A, ...	Ditto.	
Bindheswaree Prasad, ...	22nd September, 1865, ditto, ...	Gola Bazaar ditto, ...	A., ...	Ditto.	
Nageshwar Prasad, ...	24th September, 1865, ditto, ...	Sutwa Bhar ditto, ...	A., ...	Ditto.	
Hunooman Dutt Tewaree, ...	9th October, 1865, ditto, ...	Mahadewar ditto, ...	A, ...	Ditto.	
Bunwary, ...	Goruckpore, ...	Bulova ditto, ...	A, ...	Ditto.	
Sohun Lal, ...	15th October, 1865, ditto, ...	Lar ditto, ...	A., ...	Ditto.	
Kareemoll, ...	14th November, 1865, ditto, ...	Beehapore School, Azimgurh District,	A., ...	Ditto.	
Ram Churn Lal, ...	14th November, 1865, ditto, ...	Popular School, ...	A., ...	Ditto.	
Dhone Singh, ...	21st October, 1865, ditto, ...	Bhawapar ditto, ...	A., ...	Ditto.	
Jurbundhun Singh, ...	20th November, 1865, ditto, ...	Ditto, ditto, ...	A., ...	Ditto.	
Ram Prabhakur, ...	14th November, 1865, ditto, ...	Churkhowa ditto, ...	A., ...	Ditto.	

Kirpa Roy,	...	14th November, 1865,	ditto,	...	Government College Benares,	...	A.,	...	Ditto.		
Jykusoon,	...	14th November, 1865,	ditto,	...	Benares School,	...	A.,	...	Ditto.		
Habeeboollah,	...	27th November, 1866,	ditto,	...	Bhawapar ditto,	...	A,	...	Ditto.		
Abdool Majeed,	...	4th January, 1866,	ditto,	...	Popular ditto,	...	A,	...	Ditto.		
Atum Chund,	...	4th January, 1866,	ditto,	...	Ditto	...	A,	...	Ditto.		
Gopal Dass,	...	16th December, 1865,	ditto,	...	Belha ditto,	...	A,	...	Ditto.		
Achary Chund,	...	9th January, 1866,	ditto,	...	Kirakut School Jounpore, District,	...	A.,	...	Ditto.		
Gopal Prasad,	...	10th February, 1865,	ditto,	...	Byreepore ditto,	...	A,	...	Ditto.		
Dwarka Prasad,	...	5th February, 1865,	ditto,	...	Manso ditto,	...	A.,	...	Ditto.		
Raghoobeer Prasad,	...	10th February, 1865,	ditto,	...	Bhawapar ditto,	...	A.,	...	Ditto.		
Sukdeo Prasad,	...	10th February, 1865,	ditto,	...	Popular ditto,	...	A.,	...	Ditto.		
Sheikh Taj Ali,	...	Jounpore,		...	At his own house,	...	A.,	...	Mohurirship.		
Debi Dyal,	...	Ditto.		...	Ditto,	...	A.,	...	Ditto.		

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1865-66.

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue	REMARKS.
1st CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
ALLYGURH.		Rs. As P		
Resident of Secundra Rao, for Anglo-Vernacular School, ...	Cash ...	600 0 0		
Collector, from some Local Fund, for Anglo-Vernacular School, Hathrass, ...	Ditto, ...	271 15 4		
BULUNDSHAHR				
Interest of Government Paper bought by the Residents of Bulundshahr, for Anglo-Vernacular School, ...	Endowment, ...	319 0 0		
MEERUT.				
Residents of Meerut, for Anglo-Vernacular School, ...	Cash,	355 4 3		
MOZUFFERNAGER				
Residents of Mozuffernager, for Anglo-Vernacular School, ...	Ditto, ...	789 6 8		
BAREILLY.				
Collector, proceeds of Drummond Gunj, for Anglo-Vernacular School, Pilibhit, ...	Endowment, ...	2,778 12 0		
Zemindars of a Mouzi in Tahsil Shahi, for Tahsili School, ...	Cash, ...	98 0 0		
BIJNOUR.				
Residents of Bijnour, for Anglo-Vernacular School, ...	Ditto, ...	1,200 0 0		
BUDAON				
Municipal Committee, for Anglo-Vernacular School, ...	Cash,	1,200 0 0		
MORADABAD				
Municipal Committee, for Anglo-Vernacular Schools at Chundowsi, ...	Ditto, ...	538 10 10		
Ditto ditto, at Amroha, ...	Ditto, ...	686 3 3		
		8,837 4 4		
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.				
JAY NARAIN'S COLLEGE, BENARES				
Raja Sut Surn Ghosal, ..	For Scholarship,	60 0 0	For one year	
Revd W Hooper, .	Prize (cash),	30 0 0		
Dr Kern, ...	Ditto, ...	10 0 0		
Baboo Gunesh Dial Singh, .	Ditto, ...	10 0 0		
Two Native Gentlemen, ...	Ditto, ...	25 0 0		
GHAZIPORE MISSION SCHOOL				
C F Carnac, Esquire, ..	Cash, ...	45 0 0		
H. Lushington, Esquire, ...	Ditto, ...	40 0 0		
G B. Pasley, Esquire, ...	Ditto, ...	10 0 0		
E M. Thornhill, Esquire, ...	Ditto, ...	8 0 0		
Raja Deo Narain Singh, ...	Ditto, ...	26 0 0		
Receipt of advance money, ..	Ditto, ...	128 13 3		
GORUCKPORE CHRISTIAN SCHOOLS.				
Subscriptions and Donations, ...	Ditto, ...	2,595 0 0		
AZIMGURH CHURCH MISSION (BOYS' AND GIRLS') SCHOOL				
Local Subscriptions, ...	Ditto, ...	146 0 0		

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1865-66.—(Continued.)

Name of Donors.	Description of Donation.	Annual Value.			For what period to continue.	Remarks.
CHUNAR CHURCH MISSION SCHOOL.		Rs.	As.	P.		
Subscriptions, ...	Cash, ...	8	0	0		
ALLAHABAD NATIVE CHRISTIAN PARISH SCHOOL.						
Subscriptions, ...	Ditto, ...	156	0	0		
ALLAHABAD HIGH SCHOOL,						
Subscriptions, ...	Ditto, ...	282	0	0		
BENGALITOLA PREPARATORY SCHOOL, BENARES.						
Baboo Goordass Mittra, ...	Ditto, ...	60	0	0	For one year.	
W. Smythe, Esquire, ...	Ditto, ...	24	0	0	"	
Baboo Grischundra Chatoorji, ...	Ditto, ...	24	0	0	"	
Kalee Nath Mozumdar, ...	Ditto, ...	24	0	0	"	
Kalee Nath Gungolee, ...	Ditto, ...	24	0	0	"	
Pearee Mohun Banoorji, ...	Ditto, ...	12	0	0	"	
Kidar Nath Palodee, ...	Ditto, ...	12	0	0	"	
40 Native Gentry, ...	Ditto, ...	378	0	0	"	
Female Native Gentry, ...	Ditto, ...	61	6	3	"	
MIRZAPORE MISSION SCHOOL.						
Balance in hand, ...	Ditto, ...	177	10	6		
H. Fane, Esquire, ...	Ditto, ...	112	0	0		
W. McChlery, Esquire, ...	Ditto, ...	36	0	0		
F. Curwen, Esquire, ...	Ditto, ...	36	0	0		
G. W. Montrie, Esquire, ...	Ditto, ...	56	0	0		
P. C. McLean, Esquire, ...	Ditto, ...	30	0	0		
Sir J. Wemyes, ...	Ditto, ...	36	0	0		
Major Fattford, ...	Ditto, ...	24	0	0		
W. C. Turner, Esquire, ...	Ditto, ...	18	0	0		
Revd. Dr. Mather, ...	Ditto, ...	36	0	0		
Dr. Lock, ...	Ditto, ...	200	0	0		
A. George, Esquire, ...	Ditto, ...	15	0	0		
B Howard, Esquire, ...	Ditto ...	50	0	0		
H. R. Jones, Esquire, ...	Ditto, ...	10	0	0		
MIRZAPORE SUBSCRIPTION SCHOOL.						
Subscriptions and Donations, ...	Ditto, ...	2,807	2	9		
JOUNPORE CHURCH MISSION SCHOOL.						
Subscriptions and Donations, ...	Ditto, ...	606	5	3		
SIGRA CHURCH MISSION NORMAL SCHOOL.						
Subscriptions and Donations, ...	Ditto, ...	1,354	0	0		
SIGRA PRACTISING AND MODEL SCHOOL.						
Subscriptions and Donations, ...	Ditto, ...	675	0	0		
SIGRA INFANT SCHOOL.						
Subscriptions and Donations, ...	Ditto, ...	262	0	0		
GYANPORE SCHOOL OF HIS HIGHNESS THE MAHARAJAH OF BENARES.						
Subscriptions and Donations, ...	Ditto, ...	600	0	0		
SURYAWAN AND BHADOHUN SCHOOLS OF HIS HIGHNESS THE MAHARAJAH OF BENARES.						
Subscriptions and Donations, ...	Ditto, ...	200	0	0		

APPENDIX F.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1865-66.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	Remarks.
MRS. SMITH'S GIRLS' SCHOOL.		Rs. As. P.		
Mrs. Kennedy, ...	Cash, ...	60 0 0		
The Hon'ble D. F. McLeod, C.B., ...	Ditto, ...	100 0 0		
The Lord Bishop of Calcutta, ...	Ditto, ...	100 0 0		
The Hon'ble H. B. Harrington, ...	Ditto, ...	100 0 0		
Venerable Archdeacon Pratt, ...	Ditto, ...	50 0 0		
Mrs. Shakespear, ...	Ditto, ...	30 0 0		
Mrs Henderson, ...	Ditto, ...	90 0 0		
Mrs. G. B. Massey, ...	Ditto, ...	16 0 0		
Dr. Eteson, ...	Ditto, ...	50 0 0		
Mrs. Horne, ...	Ditto, ...	10 0 0		
Mrs. Ormsby	Ditto, ...	5 0 0		
Mrs. Dunbar, ...	Ditto, ...	24 0 0		
Mrs. Cockburn, ...	Ditto, ...	12 0 0		
E. S. Robertson, Esquire,...	Ditto, ...	5 0 0		
H B. Sterndale, Esquire,...	Ditto, ...	5 0 0		
Miss Killenside, ...	Ditto, ..	12 0 0		
Major Miles, ...	Ditto, ...	10 0 0		
W. Oldham, Esquire, ...	Ditto, ...	60 0 0		
Grant from Church Mission Society, ...	Ditto, ...	480 0 0		
By sale of Books, ...	Ditto, ...	51 10 8		
By sale of fancy Articles, ...	Ditto, ...	135 0 0		
	Total of Missionary and Aided Schools, 3rd Circle, ...	12,946 0 8		
TAHSILI SCHOOLS, ALLAHABAD.				
2 Native Gentlemen, ...	Houses, ...	24 0 0	Till proper School houses are built.	
AZIMGURH.				
57 Native Gentlemen, ...	Ditto, ...	212 0 0	Ditto.	
11 Ditto ditto, ...	Prize Books,	45 0 0		
BENARES.				
3 Native Gentlemen, ...	Houses, ...	27 0 0	Ditto.	
FUTTEHPORE.				
4 Native Gentlemen, ...	Houses, ...	34 0 0	Ditto	
GHAZIPORE.				
61 Native Gentlemen, ...	Ditto, ...	700 0 0	Ditto.	
6 Ditto ditto ditto, ...	Furniture, Tat, &c.	62 0 0	Till new ones are supplied.	
20 Ditto ditto ditto, ...	Prize Books,...	20 0 0		
GORUCKPORE.				
60 Native Gentlemen, ...	Houses ...	900 0 0	Till proper School houses are built.	
40 Ditto ditto, ...	Furniture, ...	40 0 0		
7 Ditto ditto, ...	Cash (prize),...	7 14 0		
JOUNPORE.				
78 Native Gentlemen, ...	Houses, ...	450 0 0	Till proper School houses are built.	
8 Ditto ditto, ...	Cash (prize books), ...	7 2 0		
MIRZAPORE.				
62 Native Gentlemen, ...	Houses, ...	200 0 0		
8 Ditto ditto, ...	Furniture, ...	80 0 0		
2 Ditto Ditto, ...	Prize Books,...	1 0 0		
	Total Tahsili Schools, ...	2,810 0 0		
HULKABUNDI SCHOOLS.				
AZIMGURH.				
81 Native Gentlemen, ...	Houses ...	300 0 0		
12 Ditto ditto, ...	Furniture, ...	20 0 0		
1 Ditto ditto, ...	Prize Books,...	3 0 0		

APPENDIX F

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1865-66.—(Concluded.)

Name of Donor.	Description of Donations.	Annual Value. Rs.	As.	P.	For what period to continue.	REMARKS.
BENARES.						
60 Native Gentlemen, ...	Houses, ...	260	0	0		
3 Ditto, ditto, ...	Furniture, ...	3	0	0		
FUTTEHPORE.						
14 Native Gentlemen, ...	Houses, ...	78	0	0		
GORUCKPORE.						
60 Native Gentlemen, ...	Houses, ...	700	0	0		
11 Ditto ditto, ...	Furniture, ...	11	0	0		
MIRZAPORE.						
38 Native Gentlemen, ...	Houses, ...	228	0	0		
BUSTEE.						
32 Native Gentlemen, ...	Ditto, ...	175	0	0		
12 Ditto ditto, ...	Furniture, ...	20	0	0		
6 Ditto ditto, ...	Prize Books,...	30	0	0		
	Total H. B. Schools, ...	1,828	0	0		
GIRLS' SCHOOLS.						
BENARES.						
22 Native Gentlemen, ...	Cash (prize),	108	0	0		
MIRZAPORE.						
6 Native Gentlemen, ...	Houses, ...	20	0	0		
2 Ditto ditto, ...	Cash (prize),...	10	0	0		
	Total Girls' Schools, ...	138	0	0		
ANGLO-VERNACULAR SCHOOLS.						
GHAZIPORE (BULLIAH.)						
130 Native Gentlemen, ...	Cash, ...	298	0	0		
FUTTEHPORE.						
120 Native Gentlemen, ...	Ditto, ...	2,155	0	0		
JOUNPORE (POPULAR SCHOOLS).						
Native Gentlemen of Jounpore and Azimgurh, ...	Ditto, ...	7,930	0	0		
	Total A. V. Schools, ...	10,383	0	8		
	Grand Total, 3rd Circle,...	28,105	0	0		
GOVERNMENT COLLEGE, BAREILLY.						
Baboo Bundee Deen, ...	Prize, ...	10	0	0		
Ex-students, Bareilly College, ...	Scholarship, ...	144	0	0	Yearly.	
GOVERNMENT COLLEGE, BENARES.						
Maharajah of Vizianagram, ...	Calcutta Municipal Loan,	400	0	0	Ditto	
Maharajah of Rewah, ...	Promissory Note, ...	250	0	0		
GOVERNMENT SCHOOL, AJMERE.						
Maharajah of Jeypore, ...	Cash, ...	500	0	0		
Thomason Scholarship, ...	Ditto, ...	96	0	0		
Total, Rs.,	...	1,400	0	0		
GRAND TOTAL, Rs.,	...	38,342	5	0		

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX F.

TABLE No. 17.—*General Statement of Amount expended by Government on Education during the year* 1865-66.

		Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants in-aid.	Total.
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
General Establishment, ...		(*A*) 1,69,173 10 6	...	...	(*A*) 12,287 0 9	...	1,81,460 11 3
Government Colleges and Schools.	General,	(*B*) 2,31,281 10 10	17,962 7 0	59,783 6 0	(*B*) 24,672 6 7	...	3,33,699 14 5
	Special,	(*C*) 1,13,640 9 2	...	5,694 0 0	(*C*) 10,640 0 0	...	1,29,974 9 2
Private Colleges and Schools.	General,	...	...	11,925 0 0	261 11 2	1,23,667 0 0	1,35,853 11 2

Remarks.	Salaries.	Contingencies.
	Rs. As. P.	Rs As P.
Items marked (*A*) contain an account of Director of Public Instruction and his Office Establishment, ...	32,179 10 8	2,455 12 9
Inspector, 1st Circle, Department Public Instruction, North-Western Provinces, his Office Establishment, and the Deputy and Sub-Deputy Inspectors under him, ...	46,786 12 8	2,985 2 9
Inspector, 2nd Circle, Department Public Instruction, N.-W. Provinces, ditto ditto, ...	47,367 2 0	3,270 9 8
Inspector, 3rd Circle, Department Public Instruction, N.-W. Provinces, ditto ditto, ...	33,996 11 0	2,796 14 0
Inspector, Kumaon Circle, Department Public Instruction, N. W Provinces, do. do., ...	6,483 10 9	590 9 2
Inspector, Ajmere Circle, Department Public Instruction, N.-W. Provinces, do. do., ...	2,359 11 10	188 0 5
Total, ...	1,69,173 10 6	12,287 0 9
Items marked (*B*) contain an account of Agra College, ...	43,402 6 2	549 6 4
Benares College, ...	54,729 6 11	2,509 1 4
Bareilly College, ...	31,757 0 10	860 0 0
Ajmere School, ...	17,454 7 7	...
Etawah Ditto, ...	10,800 0 0	...
Salary Tahsili School Teachers in the five Circles and Contingencies, &c. in ditto, ...	73,138 5 4	20,753 14 11
Total, ...	2,31,281 10 10	24,672 6 7

(Special,	...	...	1,000 0 0	...	2,700 0 0	3,700 0 0	Items marked (*C*) contain an account of Medical School, Agra, ...	20,770 0 0	1,200 0 0
							Thomason Civil Engineering College, Roorkee,	54,793 0 0	9,440 0 0
							Normal School, Agra, ...	12,403 4 1	...
							Normal School, Benares, ...	12,199 0 0	...
							Normal School, Meerut, ...	11,004 9 3	...
							Normal School, Almorah, ...	840 0 0	...
							Normal School, Ajmere, ...	262 10 10	...
							Normal School, Etawah, ...	600 0 0	...
							Normal School, Agra (Female), ...	382 0 0	...
							Normal School, Benares (ditto), ...	386 1 0	...
							Total, ...	1,13,640 9 2	10,640 0 0
TOTAL, ...	5,14,095 14 6	17,962 7 0	78,402 6 0	47,861 2 6	1,26,367 0 0	7,84,688 14 0			

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES:
Camp Mussoorie, the 10th July, 1866.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

No. 2652A.

FROM

R. SIMSON, ESQUIRE,
Secretary to Government, N.-W. P.,

To

M. KEMPSON, ESQUIRE, M. A.,
Director of Public Instruction, N.-W. P.

DATED NYNEE TAL, THE 11TH AUGUST, 1866.

SIR,

I AM directed to acknowledge the receipt, on the 14th ultimo, of your letter, No. 151, dated the 15th of May last, being the Report on the administration of the Educational Department in the North-Western Provinces for the year 1865-66.

2. During the past year the number of Sub-Inspectors has been reduced under the orders of Government from 94 to 67, their pay being proportionally increased. It is satisfactory to find that no falling-off in the duties of inspection has, in your opinion, resulted from this change, which is of too recent introduction to allow of the advantages expected from it to have yet developed themselves.

3. It is observed that there has again been an increase in the proportion of expenditure under the head of "instruction."

4. The expenditure of Rs. 65,000 upon school buildings will prove of great permanent benefit to the Department, while it will add much to the comfort and convenience both of teachers and pupils. The average cost has been Rs. 930 per school, a sum which it is observed is greatly exceeded in Etawah. There is a disadvantage attending the erection of expensive buildings, which has been noticed by the Inspector of the 2nd Circle.

5. The Lieutenant-Governor considers it creditable to the Government collegiate institutions in these Provinces that nine out of eleven candidates passed the First Arts Examination of the Calcutta University, as also all the three competitors at the B. A. Examination.

6. The result of the examinations in the College Department shows that the Benares College decidedly stands first; and the same superiority is observed in the school classes of that college. The average attendance has also increased three per cent. The Agra and Bareilly Colleges appear to have been much upon a par.

7. I am to remark that it would be advisable if, in future, comparative tables, such as are given in the English Department, showing the percentage of marks gained by the students of each college or school were prepared also for the mathematical, history, and vernacular examinations.

8. With reference to your remark that out of the nine students who last year passed the Entrance Examination, two only have stayed on to read for the First Arts of the present year, I am to observe that this result is probably owing to the other seven having obtained remunerative employment, which, though on general grounds not to be regretted, is unfortunate in an educational point of view. Such drawbacks must, however, be expected until employers cease to be satisfied with half educated men, and the desire for a higher order of education becomes more general.

9. The large number of students at the Bareilly College who have come from a distance is a satisfactory evidence of the general popularity of the training in the institution under Mr. Templeton's care.

10. The progress reported in the branch schools at Bareilly is satisfactory and creditable. These schools are evidently doing good service both in spreading educa-

tion and also in relieving the college of much of the drudgery of rudimental teaching, and enabling the Principal and Professors to devote more of their attention to the higher branches of study.

11. It is observed that the percentages of daily average attendance in the Agra and Bareilly Colleges have not been given in the present Report, and I am to request that this omission may be supplied in future.

12. The present Report on the Sanskrit College is much more satisfactory than that for previous years, and the average attendance shows a decided improvement. The departure of Dr. Kern, the Anglo-Sanskrit Professor, is to be regretted.

13. With reference to the fact mentioned by the Professor of Law, that, between the 1st of April, 1865, and the ensuing college vacation, no pupils presented themselves who could, under the existing college regulations, attend the lectures, I am to observe that it is understood that these regulations no longer exist. The small number of pupils who attend the law classes is to be regretted; but it may be expected that the recent formation of the High Court at Agra will stimulate the desire for legal instruction.

14. All the boarding-houses attached to the three Government Colleges of these Provinces appear to be flourishing, and the Lieutenant-Governor is glad to see that the system is being extended to several of the Anglo-Vernacular Schools.

15. The state of the Ajmere School is most creditable to Mr. Goulding and his coadjutors. In the annual examinations it showed well in the English Department, and in mathematics it stood first on the list, the pupils having gained a higher percentage of marks than those in the School Departments of the three colleges. In vernacular also the Ajmere students have shown great progress. The Lieutenant-Governor will be glad to receive your proposals for improving the accommodation now provided for this school.

16. The condition of Hume's High School at Etawah is also very satisfactory. It is observed that three of its students have passed the Entrance Examination of the Calcutta University.

17. Schools of the middle class have apparently decreased from forty-three to two, for the satisfactory reason that forty-one of their number have become aided schools in consequence of the inhabitants of the towns in which they are situated having subscribed to improve the status and quality of the teaching in these schools.

18. Your proposals submitted for the establishment of a complete system of middle class schools under the designation of Zillah Schools have been approved with slight modification, and will supply a want that has been long felt in this branch of educational effort in these Provinces.

19. The Lieutenant-Governor considers the progress of the Allygurh and Shahjehanpore Anglo-Vernacular Schools to be satisfactory.

20. Your proposals regarding Tehseelee Schools have been recommended to the Government of India for sanction in the letter from this Office, No. 2068A., dated the 19th of June last.

21. It is observed that there are sixty-four Tehseel Schools in the 1st Circle, against sixty-three in the previous year. A mistake is apparent in the number given as the average daily attendance in the schools in Budaon, which is said to exceed the total number of scholars. The average daily attendance at Tehseelee Schools is remarkably good on the whole, and the increase in the number of scholars satisfactory.

22. The desire manifested by Zemindars for the establishment of new Hulkabundi Schools in their villages is very encouraging, but it is observed that the number of these schools in the 1st Circle has remained almost stationary. There has been an

increase, however, of 1,246 scholars, and the average daily attendance is reported as being upwards of ninety per cent. of this number, which is good.

23. There is the same number of Tehseelee Schools, seventy-nine, in the 2nd Circle as there was last year. There is however an increase of nearly 500 scholars, and the number of boys learning English has been more than doubled. I am to remark that the schools in Cawnpore seem the best in the Circle, and those of Humeerpore and Jaloun, the worst.

24. I am to point out that an error appears to have been made in the 75th paragraph of your Report. It is stated that all the Hulkabundi Schools of the 2nd Circle were examined during the past year by Dr. Anderson and his Assistant. The total number, however, is entered as 1,051, and, if this is intended to represent the whole number in existence, it would show a decrease of twenty-eight schools as compared with last year. Your Annual Report for 1864-65, however, shows that out of the 1,079 Hulkabundi Schools then existing in the 2nd Circle only 1,041 were examined, and I am therefore to enquire whether the number of 1,051 entered in this year's Report does not represent the number of examined schools only.

25. The large percentage of attendance at the schools under notice is satisfactory, but it is to be regretted that, although the Inspector considers the schools have, on the whole, progressed, and discipline has in some measure improved, the general proficiency is not so high as last year.

26. The condition of the Tehseelee Schools in the 3rd Circle seems to be prosperous. The average attendance and the amount of fees collected have increased, whilst the cost of education has diminished. It is observed, too, that the number of pupils in the higher classes has also increased.

27. The progress shown in the Hulkabundi Schools in this Circle is also satisfactory. Although the number of schools has diminished, the scholars have considerably increased, and the number attending the two highest classes is also much larger than last year.

28. The Lieutenant-Governor considers that, on the whole, the state of the lower schools in the three major Circles is encouraging.

29. It is observed that advancement has been made in the lower schools in the Ajmere and Mhairwarra Circle, resulting, it is believed, from the increase of the teachers' salaries, the erection of comfortable school buildings, and the institution of scholarships. The number of schools and the percentage of attendance have increased, and the results of the examination show general progress, with few exceptions. The thanks of Government are due to the Reverend Mr. Robson of the United Presbyterian Mission for the aid rendered by him in the examinations.

30. With reference to your remarks regarding the son of Nawab Inaet-oollah Khan, a report will be called for from the Deputy Commissioner of Ajmere.

31. I am desired to call your attention to the remarks contained in paragraph 18 of G. O. No. 2814A., dated the 27th of July, 1865, regarding the table showing the state of the schools in the 2nd Circle at the time of the Inspector's visit, which you appear to have overlooked, and I am to request that similar tables may be prepared for all the Circles next year, and inserted in your Report. The Lieutenant-Governor also requests that you will send up next year, in manuscript, the Reports of the Inspectors of the several Circles along with your own for perusal and return.

32. The Kumaon Tehseelee Schools evince progress; but the state of the Gurhwal Tehseelee and Hulkabundi Schools is not altogether satisfactory, the only favorable feature being that the average daily attendance is nearly five per cent. better than it was last year.

33. The progress of female education in the three major Circles continues to be very satisfactory. It is observed that this year there are 470 schools with an average attendance of 8,583, against 372 schools and 6,659 scholars in 1864-65. The movement is yet in its infancy, and requires very careful and delicate handling. The great want, as indeed it is in the boys' schools, is efficient teachers; and every effort should be made towards the creation of a class of trustworthy and capable school mistresses. The greatest improvement is observed in the 2nd Circle, and is most creditable to the zealous exertions of Dr. Anderson and the Deputy Inspector Kullyan Singh.

34. The Lieutenant-Governor is glad to observe that a commencement in the education of females has been made in the Ajmere Circle, and that normal tuition for the training of schoolmistresses has been introduced in the 2nd and 3rd Circles with promising results.

35. The report on Normal Schools, generally, is not so satisfactory as might have been hoped. The material generally seems to be defective, and it is observed that dullness and stupidity in the pupils is complained of. But this is a difficulty which, looking to the pay and sphere of life of the pupils, and to the general state of education till within a recent period, was only to have been expected. It is, however, within the power of the educational officers not to recommend any but such as may be expected to profit by the Normal School training, and Deputy Inspectors should be held responsible for any laxity in this respect. It seems advisable that candidates, before their approval, should pass such an examination as would show that they possess ability and quickness, and are likely to become efficient teachers.

36. In the list of private institutions aided during the past year, the several American Missionary Schools should have been classified according to the religious denomination of the body by whom they are supported; some belong to the Presbyterian, and others to the Methodist Episcopalian Communion.

37. The Report of Anglo-Vernacular Schools which have been aided during 1865-66 is satisfactory.

38. With reference to your remark that a greater number of scholars would have entered the employment of Government if they had possessed the means of introduction to officers who have the patronage, I am to observe that the Principal or Head Master of the college or school to which the scholar belongs ought to furnish him with the requisite introductions should he be considered well qualified for Government employ. On the general subject of the employment of students in the Government service, the Lieutenant-Governor remarks that there is no desire on the part of Government to prefer students from Government institutions to those educated at private schools, irrespective of their merits; and that the natural inference from your statements would be that private education has produced more useful men than that of the Government. If this be the case (and it is not impossible that too undivided attention to more literary studies should produce such a result), a remedy cannot be applied too soon; for, what is desired is such an education as will, while it cultivates the intellect, make the student more useful in the ordinary walks of life. It is noticeable, I am to add, that of persons employed in the Educational Department itself, thirty per cent were not brought up at Government institutions.

39. Your Report leaves no doubt that the demand for English instruction is spreading most rapidly. The voluntary subscription given in many towns by the wealthier natives in order to procure English teachers for their children, are a satisfactory proof of this.

40. The cheapening of vernacular educational works is satisfactory.

41. The Lieutenant-Governor desires me, in conlcusion, to convey the thanks of Government for their exertions to the officers named in the concluding paragraph

of your Report, and especially to Mr. Cann, who officiated as Director of Public Instruction for eight months of the past year.

42. The progress of education during the period comprised in your Report, though not in some respects so marked as in recent preceding years, has not, on the whole, been unsatisfactory. The great want of schools of the upper middle class will, the Lieutenant-Governor hopes, soon be supplied. The most marked defects in other respects are such as time only can fully remedy; but more vigorous action on the part of the native inspecting agency seems very desirable, and the enlistment of the aid of district officials and of native gentlemen of respectability in the work of supervision of Tehseelee and Hulkabundi Schools, which it is believed has been successfully introduced in the Punjab, would, there can be little doubt, be attended with the best results.

I have the honour to be,

SIR,

Your most obedient Servant,

R. SIMSON,

Secretary to Govt., N.-W. P.

PRINTED AT THE GOVERNMENT PRESS, ALLAHABAD.

GOVERNMENT
1867
N.W.P.

REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

NORTH-WESTERN PROVINCES,

For the Year 1866-67.

By M. KEMPSON, Esq., M.A.,
Director of Public Instruction, N. W. P.

Allahabad:
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For the Year 1866-67.

By M. KEMPSON, Esq, M.A.,

Director of Public Instruction, North Western Provinces.

No. 400 of 1867-68.

From

M. KEMPSON, Esquire, M.A.,

Director of Public Instruction, N. W. P.,

To

R. SIMSON, Esquire,

Secretary to Government, N. W. P.

Dated Bareilly, the 1st May, 1867.

Sir,

I have the honor of laying before His Honor the Lieutenant-Governor the following particulars of the state and prospects of education in these Provinces, with reference to the year 1866-67 :—

SECTION I.—CONTROLLING AGENCY.

2. This is shown in the table placed in the margin, and, being the same as that employed in 1865-66, calls for no remark.

Director, ...	1
Inspectors, ...	3
Assistant Inspectors, ...	5
Deputy Inspectors, ...	30
Sub-Deputy Inspectors,	67

The Inspector of the First or Meerut Circle has been absent during the year under report on medical certificate, and the Inspector of the Second or Agra Circle was away from his duty for two months.

3. Early in the year a memorial, purporting to come from the land-holders of Aligarh, was received by His Honor—the substance of their petition being a claim to have a voice in the administration of the funds they themselves contributed, and suggesting the creation of a Local Committee for managing "all matters connected with the business of education." It was proposed in this petition that the said Committee should consist of "Educational Officers, and the district land-holders and gentlemen, presided over by the Collector of the district."

His Honor's orders in reply declined to admit the claim of the petitioners, but hailed the movement with satisfaction, as a sign of willingness on the part of the native gentry of the district to use their influence for good, and it was decided to try the experiment of establishing Local Committees. Effect has been given to this determi-

nation by the Resolution of Government No. 1043A., dated March 30th, 1867, which orders the establishment of District Educational Committees.*

4. The Expenditure on the controlling agency, in its twofold character of "Direction" and "Inspection," is contrasted with that under the head "Instruction" in the following Schedule, which is as accurate under the circumstances as I can make it:—

Charges.	Imperial.	Local.
	Rs. A. P.	Rs. A. P.
Direction, ...	35,906 9 2	0 0 0
Inspection, ...	1,42,392 10 7	0 0 0
Instruction, ...	5,95,710 0 11	4,57,286 4 6
Total, ...	7,74,009 4 8	4,57,286 4 6

The proportions of expenditure are therefore nearly as follow:—2·9 : 11·6 : 85·5 ;—last year they were 2·9 : 12·3 : 84·8 ;—in 1862-63 they stood at 5·24 : 18·06 : 76·7.

5. A very important item under the imperial charges for "Instruction" is the amount spent on School accommodation. This was Rs. 59,584-12-3 for the year, as shown in the marginal list of places where schools have been built, with the sums expended. The expenditure for the past three years under this head has had great influence for good on the future character of the schools : it has paved the way for the establishment of a better class of schools at the *sadr* stations of districts, where, had no schools been built, such an advance would have been thrown back a year or two. In many cases the building of a good school-house has been the reform or renovation of the school itself, and in others the town has received a lasting ornament in what is perhaps the only *pukka* building for miles round. Cases of failure, involving loss to Government, have been few, and my thanks are due to the District Officers for the pains they have universally taken to provide suitable erections.

Nos. of Schools.	Districts.	Amounts.
		Rs. As. P.
1	Moradabad, ...	10,000 0 0
1	Dehra Doon, ...	5,000 0 0
1	Miruth, ...	484 8 0
2	Jhansie, ...	3,258 2 0
1	Muttra, ...	2,000 0 0
1	Azimgurh, ...	666 10 8
3	Benares, ...	6,812 0 0
1	Etah, ...	2,000 0 0
1	Mynpory, ...	381 8 0
1	Jaloun, ...	485 0 0
3	Furruckabad, ...	1,940 12 0
8	Ajmere, ...	5,408 0 0
3	Agra, ...	9,250 0 0
2	Bareilly, ...	2,325 0 0
1	Mirzapore, ...	1,100 0 0
1	Naseerabad, ...	2,000 0 0
1	Futtehpore, ...	194 0 0
1	Cawnpore, ...	554 6 0
	Repairs of School-houses for 1866-67,	5,724 13 7
	Grand Total, ...	59,584 12 3

The buildings in Etawah are perhaps the best, but they have cost most. Those in Bulandshahr are also excellent—indeed in all districts where new schools have been erected, the contrast of the present style of erection with that of the old plan of former years is remarkable.

6. Of Local Funds, the Cess needs no special description : it will be advantageously succeeded by the new Settlement allotment, and this may be expended under the orders of the Presidents of the Local Committees, it being most undesirable that officers whose main business is the inspection of the schools should be in any way hampered by office work of a financial character. On the other hand, it may be said that the position of paymaster gives great authority to an Inspector over the Schoolmasters. I regard this as a point of little consequence, so long as the Committees do their duty with impartiality, and so long as the native idea of "*parwarish*" is not

* Appendix B. contains the documents above-mentioned.

allowed to influence the dealings of *zamíndárs* and others on the Committee in the case of the appointments of the teachers.

7. With regard to the fees paid for education generally, the amount is too small; but a great advance has been made in the upper institutions, and the example will be extended throughout all classes of schools by degrees. The people have been long under the idea that they are doing the Government a favor by sending their children to school, or that they are personally obliging some particular officer by contributions to educational progress, and the consequence is that they expect fees to be remitted. It was a mistaken policy at first, perhaps, to give a high class education gratis by way of attracting scholars, and it was so in this special way more than in any other,—that the classes who took to education were not those whom we wished to benefit. But the mistake is being gradually corrected, and the zillah schools now in course of establishment require a scale of fees higher than was formerly levied in the infant Colleges. In the last few years the fees have been trebled in the Colleges, and I am of opinion that a better class of students is attracted. Yet it will be long before any upper class institution can attempt to pay its own way—indeed, this will probably never be the case until the spread of education enables the native public to dispense with the expense of European tutors. In the meantime, by giving education a high tone, and taking a high standard by employing gentleman of first-class European education, we are silently laying the foundation of this most desirable result. Year by year, as native students pass the B.A. and M.A. examinations of the Calcutta University, the possibility of finding native professors and native head masters becomes more and more practicable, and in process of time I conceive it will be most certainly my duty to lessen the cost of education by employing native talent, instead of European. At present I desire no change in the system which maintains expensive Government Colleges, because, for the above reasons, I am of opinion that the end desired by persons who cavil at the burden thereby imposed on the State finances will be most surely arrived at by the existing arrangements, always provided the notion of "cheapening" education by taking no fees is laid aside as worthless. The chief noticeable present effect of raising the fees has been to give the Principals an opportunity of adding largely to the general means of moral improvement, by enabling the students to take to athletic exercises, and providing matters of comfort and recreation, which the cost of establishment, as paid by the Government, does not include.

8. With regard to fees paid for vernacular education, the same arguments for increase cannot be applied. Vernacular education in Tahsili Schools at the rate now sanctioned costs the State Rs. 24,768 annually in the three major circles. At this outlay a school is maintained in each of 172 tahsildáris, and if the average attendance be rated at 60 boys per school, the annual expense of educating each boy is less than Rs. 2½, exclusive of inspection—an advantage cheaply purchased by the Government, if only the moral benefit to the population in the closing of the indigenous schools, and their text-books, be considered. The fees levied in these schools are as high as is desirable, and may be roughly calculated at 2 annas a boy. The sum is not of insignificant amount as a set-off to the State expenditure, and is moreover a most useful adjunct to the finances of the schools, and gives the means of furnishing the schools, providing extra teaching where needful, and generally of adding to the efficiency of the system by enabling the Inspector to reward merit. In pursuance of His Honor's orders, I have recently made a general enquiry into the manner in which the fees collected are disbursed. The following, from the Officiating Inspector of the 1st Circle, explains the system. He reports that "the fees collected in the Anglo-Vernacu-" lar Schools are expended under three different heads—(1) pay of monitors; (2) scholar-" ships; (3) stationery, repairs of furniture, &c. If there be a balance at the end of the " year, it is secured for the purchase of useful books for library. In regard to the Tahsili " school fees collection, it is distributed as rewards among the teachers, after paying the " following charges:—pay of *naib*, or monitor (if any); stationery, &c.; "*farsh*."

9. The following is a list of the local scholarships—that is, scholarships paid by donation or endowment,—in the Agra, Bareilly, and Benares Colleges, and the Ajmere School. The Maharajah of Benares was kind enough to give Rs. 300 for distribution among the boys and girls who sent specimens of hand-writing, &c., to the Agra Exhibition; and Rajah Madho Rao, of Bareilly, has presented the two scholarships entered above (*vide* also para. 17.)

Institution.	Scholarship.	Amount p. m.
		Rs.
Agra College.	Gwalior, ...	16
	Bhurtpore, ...	16
	Robertson, ...	15
	1st Mansell, ...	12
	2nd Ditto, ...	10
	Teachers', ...	10
	Thomason's, ...	10
	Hammond's, ...	10
	Colvin's—4 @ Rs. 5 each,...	20
Bareilly College.	Ex-students, ...	10
	1st Madho Rao's, ...	10
	2nd Ditto, ...	6
Benares College.	Vizianagram, ...	25
	Tucker, ...	20
	Rewah, ...	20
	Ghazipore, ...	6
	Ghoshal's—2 @ Rs. 8 each, ...	16
	Radha Bibi, ...	2
Ajmere School.	Thomason's, ...	8
	12 Jeypore Scholarships, value, ...	41

SECTION III.—COLLEGES.

10. The annexed table shows the statistics of the Colleges of the North-Western Provinces. The three "General" Colleges are those of Agra, Bareilly, and Benares, and the "Special" institutions are the Thomason Civil Engineering at Roorkee, and the Medical School at Agra.

	General.	Special.
No. of Colleges, ...	3	2
„ on Rolls, ...	201	247
Average daily attendance, ...	174·2	231·47
Expense, ... Imperial, ...	Rs. 60,509 2 7	Rs. 79,162 5 11
Expense, ... Local, ...	„ 7,870 12 7	„ 0 0 0

Of the condition of the two latter I am not informed, the reports of their working being supplied by other Departments. The state of the three Colleges for general education is to some extent exhibited in the results of the Calcutta University Examinations of the year. The number of candidates who went up in 1866, and the number of those who passed, are shown in the margin. The number is small, but the average of those who pass is high compared with the corresponding average for the whole number of candidates;—for instance, 66 per cent. of the candidates from the Colleges of these Provinces have passed; while of the whole number of candidates examined at Calcutta 34 per cent. only pass, more than half of whom are in the 3rd Division. Fair relative success has been achieved, and a good example set for future candidates. The two other classes of the College Departments of the Colleges under report were closely examined by the Board of Examiners for the year, who were as follow:—*English Literature*—C. R. Cooke, Esq., B.A., Professor, Agra College; *Mathematics*—E. Baron, Esq., B.A., Professor, Bareilly College; *History and Geography, &c.*—C. Litchfield, Esq., Agra College; *Arabic, Persian, and Urdù*—Moulvi Nisar Ali, Mir Munshi; *Sanscrit, Hindì, and Bengalì*—Bábú Pramada Dàss Mitter, Anglo Sanskrit Department, Benares College. The result of the examination, with the remarks of the examiners in full, is contained in Appendix A. Benares College carries off the palm for general success, the numbers of students examined being proportionally large, and the Agra and Bareilly Colleges are pretty well on a par. The most distinguished student of the year, however, belongs to the Agra College.

Examinations.	No. of Candidates.	Passed.	Passed, 1st Class.
1st in Arts, ...	9	6	1
B.A., ...	3	2	0

11. I subjoin extracts from the Reports of the Principals.

AGRA COLLEGE (R. A. Lloyd, Esq., Officiating Principal).

"3.—It has been the practice to gauge, not exclusively, but mainly, a year's "success by the results of the Calcutta University Examinations. Adopting this test "for the past year, I think the Agra College may fairly claim to have done respectably. "A verdict of 'respectable' is all I predicted for it when I reported on the state of "the College in July last, and this is the verdict which it seems to me we have earned.

"7.—With the results of the Entrance Examination, though not absolutely dis-"satisfied, I was slightly disappointed. We passed six out of ten candidates, but only "one of these in the First Division. All four of the rejected candidates failed in Eng-"lish, and two of the four in one other subject as well.

"8.—This average is as high a one as was obtained in this particular Examination "by any institution above the Province of Bengal, but nevertheless came short of my "expectations. Besides, I wished my results to be absolute, not comparative. Much "labor had been bestowed on the class, and I looked to it to produce me eight matricu-"lated students out of the ten who went up; and three in the First Division, instead "of one. Of the four who were rejected, one (Jafar Hosein) has his own idleness "alone to thank for failure. The other three may with some reason plead the difficulty "of the papers set.

"9.—Passing over the rejected four, the average percentage of marks gained by "the Entrance Class before the Calcutta Examiners was 45·33. This is respectable "enough to show that, as educators in the School Department, we have not fallen below "a useful standard of instruction; but the solitary First Divisioner presages, I fear, "but small success for the College in the First Arts Examination of 1868.

"10.—I lay considerable stress on the passing of only one student in the First "Division, because experience begins unmistakeably to declare that, with the yearly "rising standard of requirements, those only who matriculate in the First Division can "proceed to the higher examinations with much likelihood of success. Students them-"selves are beginning to feel this: hence the avidity with which the greater proportion "of them seek employment directly the Entrance Examination is passed, and the "listless unemulative spirit in which those who do remain on for a while prosecute "their studies in the College Department.

"16.—The B.A. Class, consisting of three students, obtained an average of over a "half marks, 52·46 per cent. Rattan Chand had the honor of first place, beating all "competitors from all the three Colleges. The class, though small, is a good one, and "has during the last six months of the year improved in almost all branches of study.

"19.—The Second and Third School Classes both acquitted themselves with fair "credit. In the former class there were no very high marks, but an average percent-"age of 34·72 indicates that for a large class its general condition is healthy, and that "the teaching throughout the year has been equal and good. The Third Class obtains "also an average of over a third marks, which is as much as can be expected from "students subjected to a paper examination for the first time. In Mathematics both "these classes do better than their compeers from other institutions. The credit of this "is due to the strict discipline and sound system of tuition kept up by Master Sukhdeo "Bux, by whom alone these classes have been prepared in their mathematical studies.

"20.—This review of the results of the Calcutta and Departmental Examinations "proves, I think, that, relatively to other Colleges, the College of which I have been in "charge has not lost ground;—that our absolute performances are on a par with the "average achievements of former years;—and that the year's work, though productive "of no very signal success, has nevertheless been steady and satisfactory, entitling the "institution to a fair meed of praise.

"22.—Condensing into a general statement my impressions of the year's progress, "I should pronounce the greater advance to have been made in the School Department: "our College Classes have been too scanty in numbers for active competition to exist in "them. The causes of this I have already dilated on ; but the daily improving state "of the School Department gives me reason to hope that ere long we shall produce "a large number of both better trained and more earnest undergraduates, who, not "contented with a half education, will, for love of learning and for the sake of self-"culture, prosecute their University studies with vigour to the end. So will they help "us to fulfil the real object of an affiliated College—the passing of students to the "B.A. degree."

12. The difficulty of keeping the Senior Department well filled with industrious and talented young men has frequently been noticed, and is due, of course, to circumstances. In the first place, the poverty of the students, and consequent hope of employment, leads them to wish to make a start in life at the very earliest opportunity. Secondly, the general inferiority of their abilities makes protracted study irksome. Thirdly, the local demand for English teachers has been such that it would have been impossible to man our establishments without appointing men of this kind. I am of opinion that no coercive measures can be adopted with permanent advantage ; and the plan of allotting scholarships on condition of further study seems of doubtful expediency. It must be borne in mind that the difficulty is not felt to the same extent at Benares, and it is lawful to expect that the improved state of things there will by degrees be found possible further up the country. We are generally, I think, attracting a less poverty-stricken class, and it is fair to hope that the students will be willing to study longer, and that, having superior home facilities and incentives to study, they will prove to have a superior capacity for learning. It will thus be seen that the question of "fees" has much to do with future progress in education of a high order, and we must close our doors to paupers.

13. Mr. Lloyd well says that "the worst feature of the returns is the preposterously "large number of boys who pay only the lowest rate of fee." "It is," he continues, "quite "absurd to suppose that, of 235 paying students, the parents of only 21 draw more than "Rs. 29 a month. Such, however, is the inference which the returns furnish." He has proposed to raise the minimum fee of 8 annas to 1 Re. from July next, with my approval. This may possibly affect the roll, but the benches are becoming over-crowded, and a diminution of the present attendance (350) would be a positive advantage.

14. The attendance at the Agra College has changed from good to better during the year. Nearly 50 more scholars have been admitted in Mr. Lloyd's time, and the average attendance has risen from 93·6 to 95 per cent.

15. The *Boarding-house* is thus reported on by the Principal :—

"The Boarding Institution is full and prospering. We have now three houses, "affording accommodation to more than 60 boys ; and the inmates are kept in "good order by the Superintendent. . . . No falling off is observable in the "enthusiasm for athletics. The Agra College eleven, as you know, visited Bareilly "at Christmas and played the eleven of the sister College a friendly match at cricket. "This was the second meeting of the rivals, and, I am pleased to record, resulted in a "second victory for Agra. I enclose herewith the score of the match ; but as you were "an eye-witness of the contest, I shall leave to your recollection the interesting points "of the game."

The Bareilly College.

16. The average attendance here has generally been very good. During the year the attendance in the Senior Department was 99 per cent., and in the Junior Department it has been kept up to the usual average of 95. Probably the healthiness of the place has something to do with this, for it must be confessed the average is a high one.

The neglect of one of the most important local holidays in Bareilly by the College boys is a curious instance of the effect of example in the gradual abandonment of custom. Mr. Templeton describes it below.

The chief fact of the year seems to be the successful association of the Branch Schools with the College, and the drafting off of the lower classes of the latter into the more appropriate form of a separate Lower School. His Honor distributed prizes to the scholars of the associated schools, and was pleased to approve of the general results of the system on the occasion of a recent visit to Bareilly. I hope to be able soon to recommend to his notice a plan for providing a convenient building for the aforesaid Lower School.

17. Mr. Templeton's general report has the following among other general remarks (and in respect to his comment on the failure of one of the students in the History paper of the Calcutta University First Examination in Arts, I am of opinion that the paper in question was so constructed as to be but a poor test of work, either by teacher or taught;—it is, however, a confessedly difficult subject to examine in, and likewise one much neglected by native students) :—

"The College proper still continues poor, and whatever amount of success may "ultimately attend the measures pursued to increase and improve it, some years must "yet pass ere that success can be shown. We have, I think, good hope of steady, "though slow, annual improvement in the Division, as a rule; but serious interruption "must from time to time be expected, since one failure in the University Examina- "tions will affect it more or less for the whole College course of four years.

"In December 1864 we had 7 students.
" 1865 " 11 "
" 1866 " 18 "

"This return, being made up to December 31st, shows the minimum number: "the average on the roll would be one or two higher.

"We commenced 1866 with 21. My efforts to increase the higher School Classes, "so as to send up more matriculation candidates, will, I trust, be rewarded two or "three years hence with a large First or Entrance Class.

"During 1865 and 1866 the Classes from Sixth to Fourth, both inclusive, were "made double, each containing on an average 42 boys. I commence this year with a "large Third Class, and anticipate an equally full Second in January, 1868.

"A list is added, showing numbers on re-opening, after promotions have been "made, for past and present years:—

	January, 1866.	January, 1867.
"First Class,	... 13	.. 19
"Second "	... 16	... 21
"Third "	... 29	... 32
"Fourth "	... 43	... 67
"Fifth "	... 40	... 69
"Sixth "	... 43	... 41
"Seventh "	... 13	... 28

"The School Division numbered—

"In 1864, 293, distributed amongst 11 classes.
" 1865, 257 " " 10 "
" 1866, 262 " " 8 "

"The decrease in total number, as explained in my Report for last year, is in "consequence of the opening of Branch Schools, and the gradual closing of our lower "forms until the standard for admission here shall coincide with that up to which

"said schools can efficiently teach. I have now but seven classes in the School Divi-
"sion; after the July Examination these will be reduced to six. This arrangement
"limits our admissions very considerably, all new lads having to pass through a lower
"school ere they can join. Under these conditions, the fact of still numbering 262
"must be considered encouraging.

"In December, 1864, Classes One to Eight had 219.
"In " 1866, " " 262.

"The attendance has for many years past been carefully looked to: the result
"is evident in this return. In the College Division an attendance of 99 per cent.
"throughout the year shows the effect of long habit, and at the same time bears testi-
"mony to the general healthiness of Bareilly, since every kind of absence is included.
"The School return continues to be satisfactory. For more than fifteen years it has
"varied between 92 and 95 per cent., and I doubt if any higher percentage can be
"obtained.

"Our College is fast losing the exclusive character it so long retained as a day
"school for Bareilly boys. Through various causes,—notably, the opening of our Board-
"ing-house, and the establishment of Tahsili and Anglo-Vernacular Schools throughout
"this and neighboring Divisions,—the real value of the education we offer is now both
"understood and recognised. Of 280 pupils now studying here, no less than 80 have
"come hither for instruction from places more or less distant. Of 88 new admissions
"during the year under review, 35 were lads who had left home and journeyed many
"miles for the same purpose.

"*General Progress and results of Annual Examination.*—We sent up five for the
"Middle Arts Examination, of which two passed; and eleven for Entrance—three
"only getting through. There can be no hesitation in pronouncing this result a
"serious failure.

"The Middle College Class was not a good one, yet I felt sure three would pass,
"and should therewith have been content.

"Two of these were as good lads as we had ever sent up, yet one only got through—
"the second failing in History, at which I for one do not wonder. A paper which
"demands a 'review of the Tudor Government,' an account of the 'last fight fit to be
"'called a battle,' &c., and the 'population of England' at two different periods,
"would, I think, be as likely to floor the best as the worst of the candidates.

"The ill success of the Entrance Class I sincerely regret. After passing, in 1865,
"ten out of twelve, and having in each preceding year done at least well, I was not
"prepared for such a result as losing eight out of eleven. Literature and Mathematics
"are the stumbling-blocks.

"As marking strongly the less direct, but not less important, effects of education
"on the native mind, I have the pleasure to note for your information the subscribing
"by teachers and pupils of Rs. 170 to the Famine Fund; and the very cheering fact
"that I was this year, for the first time since English has been taught in this town, able
"to keep all classes, both in College School, Lower School, and Branch Schools, at work
"during the festival of the *Gunga Nahan*. For very many years it was held impossi-
"ble to keep a single class at work. On forming a College Division it was ruled the
"students thereof should not have leave, as it would most unfavorably affect the
"Christmas Examination. Subsequently, such classes, School Division, as went up for
"the Departmental were excepted also; then the Fourth and Fifth.

"Matters stood thus in 1866, and October brought round the holiday, when, on
"pointing out to the lower classes how much they might lose by the customary eleven
"days of absence, I was gratified to find only 10 per cent. of my School Division and

"Lower School lads found it imperative to go. The Branch Schools followed suit; "teaching and learning went on, careless of, and, as I trust, never again to be checked "by, the great October washing.

"*Boarding-house.*

Years,	1861.	1862.	1863.	1864.	1865.	1866.
No.	20	37	59	60	64	92

"You can, Sir, from the above, see at a glance the increase in number of boarders "during the past five years. Of the 28 new lads entered in 1866, 14 were self-sup-"porters. This is very satisfactory. I both have given and shall continue to give "every possible encouragement to this class of boarders. We have 25 'independents' "—somewhat more than one-fourth of the whole number. Strictly speaking, 17 live "at their own expense, and pay for tuition (my rule with all boarders of this sort), and "eight hold College or School Scholarships, gained at the Examination of 1865. "Another pleasing sign is the admission during 1866 of 20 lads from Kumaon and "Gurhwal. Ten of these are amongst the boys who have joined at their own charge. "Five of the ten are under twelve years of age, yet have come from places eight or "twelve marches distant, simply and purely for the education we offer."

17. In concluding this account of the Bareilly College, I have special pleasure in recording the liberality of an ex-student, Rajah Madho Rao Venaik, who has offered two scholarships and an annual donation for the benefit of the institution. He has expressed himself nicely in the matter, and I extract a copy of his letter to the Principal:—

"I feel deeply grateful to the Government for the benefits conferred on me through "the education I have received at the College, and to yourself personally, for the many "services you have rendered me whilst your pupil. Though now no longer a student, "I desire very much to have my name associated permanently with the College wherein "I have been instructed, and, as a means to that end, would ask you to allow me to offer "annually,—(1st) a scholarship of Rs. 10 per mensem for the best student in all sub-"jects of the Middle College Class who goes in for the B.A. Examination—the sum "to be tenable for one or two years at your discretion; (2nd) a scholarship of Rs. 6 "per mensem for the student of the Junior College Class who is first of his class in "all subjects at the Departmental Examination—one who takes Sanskrit as second lan-"guage to have the preference, provided he holds a second place in English studies, "and gives satisfaction as a Sanskrit scholar; (3rd) an annual donation of Rs. 100 "towards encouraging the games now or hereafter to be practised at the Boarding-house "—the same to be, at your pleasure, given as prizes or expended in any way you think "proper in promoting athletic amusements."

The Benares College.

18. For the first time this College sent up candidates for the M.A. Degree, C. U., to gain which it is necessary to pass an honor examination in some one leading branch of study. Mathematics is not a subject in which the College has earned distinction, and it was not likely that the early elementary training of the two young men who went in for honors had been such as to create confidence in their success; but they chose this branch, and failed, notwithstanding much diligent study. Mr. Griffith reports as follows of the Senior Department of the Anglo-Vernacular section of the College:—

"During the year under review we had the full number of four Undergraduate "Classes in the College, and in addition a class of two Bachelors of Arts studying "with Mr. Rogers, for Mathematical honors. They were not successful, but the year "has been well spent in careful study, which has qualified them for higher teachership

"than they could otherwise have aspired to. The greatest credit is, in my opinion, "due to these two students, Baboos Umesh Chunder and Chandra Shekhar Sanyal. "They have set the undergradutes and graduates of this College a good example by "declining offers of immediate employment, and devoting another year to the deeper "study of one most important branch of the tree of knowledge.

"Of the three students of the Fourth Year Class who went up for the B A. Exami-"nation, Bholanath Roy passed in the Second Class, Poornachandra Banurji in the "Third, and Ram Mohun failed, but only in one subject, *viz.*, Moral and Mental Phi-"losophy. The two students who passed are now reading for honors in History. The "Vizianagaram Scholarship, with a gold medal, has been awarded to Bholanath Roy, "and the Tucker Scholarship to Poornachandra Banurji, in addition to the Govern-"ment scholarships as usual.

"Three students went up for the First Examination in Arts. Of these, Lukshmi "Shankar passed with the greatest credit, being placed in the First Class, and Aditya "Ram Bhattacharya and Mahendra Nath with credit in the Second Class. It should "be borne in mind that for the first time there were three classes in this Examination, "and that out of 426 (the whole number of candidates), only 14 were placed in the "First Class, and only 44 in the Second.

"Of the First School Class, 23 students went up for the Entrance Examination, "of whom 15 passed—5 in the Second Class and 10 in the Third. This greatly increased "number of matriculations is a promising sign."

19. Other particulars are recorded in the Circular Letter, Appendix A. Upon the whole the College Department of this College is in a thriving condition, and promises yet more fruit. Of some 60 students in all the College Departments, half at least belong to Benares—a fact which indicates the greater general advancement in education of this locality as compared with towns further up country. But none the less is the success due to able management on the part of the Principal.

20. The School and Lower Departments of the College are in fair order, notwithstanding the unwieldy size of the classes.

The following table shows the numbers in each class for two years :—

Classes.	1.	2.	3.	4.	5.	6.	7.	8.	9	10.	Total
1865, ...	7	27	23	85	30	16	47	36	37	117	425
1866, ...	23	24	53	51	44	42	57	73	50	70	487

The average attendance is 90 per cent., which is one more than for last year, and is creditable to the Head Master, Mr. Goulding's, efforts, and is in Mr. Griffith's opinion as high an average as is obtainable under the circumstances. The College Department average attendance is 98 per cent.

21. As regards "fees," more has been done towards making people pay for education than elsewhere, and this with no diminution of popularity.

The number on the roll of this College in all departments is 736, and for the English Department the lowest fee is 1 Re., which is paid by 355 boys; 45 boys pay Rs. 2; 24 pay Rs. 3; one boy pays Rs. 4; 20 boys pay Rs. 5; and two boys the highest rate, *viz.*, Rs. 10.

22. Manly sports have received attention at this College, as well as at Agra and Bareilly. There is a good play-ground close to the College, and such as chose play at cricket, football, and other games. Mr. Griffith remarks that the most distinguished of his pupils is also the best cricketer.

23. The Sanskrit and Anglo-Sanskrit Departments seem to be in fair order, and it is very satisfactory to find that some of the pundits have been engaged in useful literary work during the year. The appearance of a literary journal in Sanskrit is also a sign of activity, which I hope may be sustained, for the sake of the connection the journal will subserve to maintain between European and Native scholars. Mr. Griffith writes as follows :—

" The Sanskrit College has shown considerable literary activity in the year under " review. Pundit Bapu Deva Shastri has brought out at Dr. Lazarus's excellent " Press a new edition of the celebrated *Siddhanta Siromani* of Bhaskaracharya, with " his own exposition, the *Vásanábhashya.* This edition has been carefully corrected, " after collation with several manuscripts, annotated, and furnished with diagrams. A " new and improved edition of Dr. Ballantyne's very useful translation of the *Laghu* " *Kaumudi* has been brought out at the same Press. The expenses of this publication " have been borne by that enlightened and liberal noble, His Highness the Maharajah " of Vizianagaram, K.C.S.I., and the labor of revising and correcting the Sanskrit text " has fallen upon the Librarian, Pundit Bechan Tewary. A monthly journal of Sanskrit " literature has been started, and has reached its tenth number. This journal, entitled " the *Pandit*, has been very favorably received by the first Sanskritists in Europe, and is " encouraged by the patronage of the Governments of the North-Western Provinces and " the Punjab, and by the Directors of Public Instruction of the Punjab, Bombay, and the " Central Provinces. Pandits Vitthal Shastri, Raja Ram Shastri, Bala Shastri, Bapu " Deva Shastri, and Govind Deva Shastri have distinguished themselves by their contri- " butions in Sanskrit to this journal; and Babu Pramadadas Mittra by his excellent " translation from the *Shahitya Darpana*, and by critical notices.

" The average percentage of daily attendance in the Sanskrit College during the " past year is 83·3. In the preceding year it was 81·4."

24. During the past year a petition was presented, through the Commissioner of Benares, from the Hindù gentry to His Honor, expressing their fear that the Sanskrit College would be abolished, inasmuch as certain measures of reduction had been carried out at my suggestion. I took the opportunity of discussing the appropriateness of the maintenance by Her Majesty's Government of a College for "preserving" the literature, philosophy, and religion of the Hindùs, which is all that Sanskrit is *to a Hindù;* but as no further reference on the subject has been made, to my knowledge, I am unable to report on the results of the memorial.

25. *The Boarding-house.*—This has been managed by the same Superintendent as before, and continues to answer its purpose. There is no necessity to give the Superintendent's Report again *in extenso.* There were 117 boarders in residence during 1866, of whom 70 were from Tahsili Schools in the circle. 32 of the boarders were non-stipendiaries—the rest received scholarships allotted by the Inspector.

26. It remains to notice, in connection with the Colleges, the Law Professorship attached for the present to the Agra College. Suffice it to report in brief terms that it was found necessary to dismiss the Professor in November; and that a successor has been found in the person of Mr. Jardine, under whose management the scheme will, I hope, prosper. As regards the studies of a class conducted by so unsuitable a person as the ex-Professor, I may quote the account given of them by Mr. Lloyd, whose interest and energy in the matter have been very servicable, and deserve my best thanks. He says,—

" The English Class was overtaken by dissolution ere the session was half over. So " utter was the disruption that no trace was left of either lecturer or lectured. While " congratulating the Department on being well rid of the former, I cannot but re- " gret the scattering of the latter. The class originally consisted of nearly 30 pupils, " and, in the hands of a trustworthy and efficient man, might have been developed into " a great educational success. It has now dwindled down to six. The Urdù class " has been worked by Pundit Ajudhia Nath, the Assistant Professor, under disheart-

" ening circumstances. Uncertainty and dissatisfaction have prevailed in his class " too, but he has kept it together by encouragement and zeal, working with them " not only during the specified lecture hours, but at his own private house as well. " They have been carried through *Macpherson on Contracts* and *Norton's Law of " Evidence.*"

27. The plan proposed by Mr. Jardine for re-opening the classes, with other details, is now before His Honor.

28. In concluding this section I desire to express my sense of the zeal and activity of the Principals, Professors, and Head Masters of the Colleges, and to request that I may be permitted to convey an expression of His Honor's satisfaction to Mr. Griffith, Principal of the Benares College; Mr. Templeton, Principal of the Bareilly College; and to Mr. Lloyd, Officiating Principal of the Agra College; also to Professors Rogers, Baron, and Cooke, of those Colleges, and to Messrs. Goulding, Graves, and Marston, the Head Masters.

SECTION IV.—SCHOOLS.

29. The annexed schedule shows with approximate accuracy the particulars of attendance and expenditure :—

Description.	No.	No. on Rolls, 1866-67.	Average daily attendance.	Expenditure. Imperial.	Expenditure. Local.
Higher Class, ...	5	1,781·	1,648·76	1,17,197 9 4	13,510 9 10
Middle "	2	348·	316·	4,431 3 8	1,664 7 1
Lower " Tahsili, ...	265	21,475·88	17,929·36	43,331 15 2	28,162 0 3
Lower " Halqabandi, ...	3,202	1,00,751·	84,103·65	26,900 10 3	2,08,149 5 0
Female Schools, ...	479	8,981·	8,105·09	24,162 3 6	6,169 9 9
Normal "	8	423·9	385·97	35,251 14 8	4,759 15 3
Totals, ...	3,961	1,33,760·78	1,12,488·83	2,51,275 8 7	2,62,415 15 2

The School Departments of the Colleges and the Collegiate School at Ajmere, and the High School at Etawah, only come under the first head. The upper class in each case educates up to the standard of matriculation in the Calcutta University.

30. The following table shows the number of candidates for the Entrance Examination of 1866, with the degrees of success and failure :—

Names.	No. of Candidates.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Total passed.	Failed in English.	Failed in 2nd Language.	Failed in History and Geography.	Failed in Mathematics.
Agra Collegiate School Department, ...	10	1	4	1	6	4	...	1	1
Bareilly Ditto, ...	11	...	2	1	3	7	...	1	5
Benares Ditto, ...	23	...	5	10	15	5	2	2	4
Ajmere Ditto, ...	5	...	4	1	5	...	...	...	...
Etawah Schools, ...	8	...	3	2	5	2	...	...	2
Totals, ...	57	1	18	15	34	18	2	4	12

This table shows that 34 candidates passed, out of 57 sent up—that is to say, 59 per cent. of the candidates passed the examination. But of these 59 I find that 1½ only passed in the First Division, 31½ in the second, and 26 in the third. The deduction is obvious that we have as yet attained mediocrity only according to the standard of the Calcutta Examiners. I could wish this were less arbitrary. It varies year by year, and that the shears become sharper as the number of candidates becomes greater is the only definite observation possible. The idiosyncracies of one Examiner

may throw the statistics of years into confusion. For example, the Examiner in History might set a paper which would pluck the candidates at all schools except those where the teacher happened to have laid stress on the Examiner's favorite pieces. It is therefore with some hesitation that I record the above figures as an index of progress. It is relatively reliable, and the general deduction, among others, that the candidates from the Bareilly College were sent up improperly prepared, particularly in English and Mathematics, is not to be avoided. English is undoubtedly the most difficult test, especially under an Examiner who looks for elegance, as well as correctness of expression. Failure in Mathematics is not excusable, and I hope another year will show improvement here, at any rate. This year History and Geography have been passed with less difficulty than usual, and success in passing the second language is maintained.

The results for the five schools which sent up candidates in the North-Western Provinces may be contrasted favorably to a certain extent with the achievements of the whole number of candidates as a body. The whole number examined was 1302, of whom 49 per cent. only passed; and of these 49, *six* rank in the First Division, 23 in the Second, and 20 in the Third.

31. The School Departments of the Colleges of Agra, Bareilly, and Benares are in good working order, and the Principals report improvement throughout. The state of the Second and Third Classes was tested by the Board of Examiners, whose opinions may be found in Appendix A. They speak of these classes as promising well for the Matriculation Class of the present year. These Examinations are conducted in all respects as those in first-class English schools:—no boy is allowed to leave his place, or to be within copying range of a class-fellow;—if a boy is detected using unfair means, his papers are at once torn up, and he is generally expelled;—the shortest possible time is assigned for the questions to be answered in, and the papers are taken to the minute by the officials in charge, and sealed up for transmission to the Board. This kind of formality and strictness is very trying to the native student, and, were he not prepared by continual previous practice in written Examinations, he would infallibly fail in these annual Examinations. He knows, too, that the prospect of a scholarship depends upon his readiness—and this knowledge, though a stimulant to some, unmans others.

32. *The Ajmere School.*—The usefulness and popularity of this school have been strikingly manifested during the year, not only in the fact below recorded, but in the increase in the number of pupils and the rate of fees. On each of these points Mr. Goulding shall speak for himself. The fact of the absorption of a really well-attended city school into the ranks of the Government school in the way described is unique. Mr. Goulding says:—

"This growing appreciation of the efforts for their intellectual advancement "assumed a very decided and practical form during the year under review. In the "early part of September a large indigenous vernacular school, numbering 57 pupils, "almost all Mohamedans—which circumstance was a significant feature of the move-"ment—presented itself for incorporation with the Ajmere School, and though, as "already stated, the accommodation was narrow, it was thought it would be inju-"dicious to oppose obstacles to so manifest a desire for English education on any plea "of necessity, and accordingly such temporary arrangements as were practicable "were made for the admission of the pupils."

33. As regards the increased attendance and the average daily percentage, and the fees, Mr. Goulding says:—

"The tabular statements that accompany this Report will shew that the school "gained in numbers and resources during the year. It opened with 223 pupils on the "rolls, and closed on December 15th with 329; while the collections were Rs. 1,424,

" as compared with Rs. 895 of the preceding season. The percentage of attendance " rose to 94·3—a figure that testifies how thoroughly amenable to rigorous discipline " native boys—or I might say, native *parents*—can gradually be rendered, and obser- " vances before so tenaciously maintained subordinated to what are now evidently re- " garded as higher claims.

" The subjoined table indicates that the number of students has for the past five or " six years advanced in an accelerated ratio, while those who seek entrance from the " surrounding districts have increased in proportion, there being now 33 who have thus " joined from places more or less remote from Ajmere. There is every prospect that " the influence of the school will continue to extend wider still.

	1860.	1861.	1862.	1863.	1864.	1865.	1866.
Average number on the Rolls, ...	177	151·4	159 8	168·5	182	212	295
Percentage of attendance,	79·5	83·8	92·6	91·1	93·2	93·2	94 5
Amount of Fees, ...	Rs. 515·4-0	Rs. 417-3-0	Rs. 482-6-0	Rs. 479-2-0	Rs.554·15-0	Rs. 895-1-0	Rs 1,423

" One more gratifying feature in connection with this increase remains to be no- " ticed,—the proportion of Mahomedans to Hindoos, which for the year 1865 was as " 1 to 4·3, is now as 1 to 3."

34. The above facts and figures speak for themselves, and not only reflect credit on the management of the school, but deserve general regard in considering the future character and career of the institution. I have hitherto reserved any definite proposition for increasing the establishment in the way originally contemplated by Mr. Thomason till I could feel sure that actual results justified the movement. I have recorded year by year the steady improvement which has gone on in this school, since my first personal acquaintance with it; and I do not hesitate to say now that the position it has reached entitles it to attention in this peculiar way. I have already broken ground in respect to the provision of a suitable building, without which any definite exaltation of the character of the institution would be undesirable, and I am happy to hear that a large local contribution is in course of collection, so that it may be possible to begin building this year. The present building is unsuited for academical purposes, and contrivance and patience alone have rendered it endurable. There is absolutely no more room,—that already occupied being overcrowded, and consequently the cause of deterring sons of the better classes from entering.

35. Relying upon this satisfactory nature of the results, due to his own energy in chief, Mr. Goulding is anxious that the question of converting the school into a College should be brought forward; and I do not think he speaks too soon, under the circumstances. With a properly appointed building and a better staff for instruction, the Ajmere College would, I feel sure, gain character and popular esteem in no small measure; and I am anxious to be allowed to bring forward definite proposals during the current year. A letter from Mr. Secretary Muir, dated 5th July, 1853, to the Secretary, Local Committee, Public Instruction, Ajmere, looks forward to such a change as desirable " when the school had so far established itself in general confidence as to be the resort of pupils resident at a distance from Ajmere." That the school possesses the general confidence of the public in this respect and others has, I think, been shown above. Mr. Goulding, in introducing his hope that the change thus contemplated may soon be effected, has the following pertinent reference to the late Mr. Thomason's views on the subject, which I quote from his Report:—

" The progress of the Ajmere institution, and its ultimate elevation to the status " of a College, were subjects of deep interest with His Honor the late Lieutenant-Gov- " ernor, Mr. Thomason, who, in a communication to the Agent, Governor-General, " expressed a hope that it would in time be formed into a College, 'with the full

"'establishment, and with the range of education usually assigned to places of that "'designation, and become the "Bonn or Gottingen of Rajpootana."' I trust that "the time has come when the subject might receive your own recommendation, to "which the scholastic results of the year, the numerical increase, and the position of "the city of Ajmere, considered politically, all entitle it."

36. *Hume's High School, Etawah.*—I had occasion to speak in high terms of this school last year, and consider that it has kept up its reputation fairly. Four of the matriculated students have entered the Agra College, to pursue their studies there—a result which I consider bears witness to the excellence of Mr. D'Mello's management. The students must have been inspired with no ordinary love of learning to be thus willing to leave their home, and a very useful example has thus been set to the schools now rising up in the various districts of these provinces. It was naturally hoped by the Head Master that the means of instructing these young men might have been given him in an increased staff at Etawah; but there can be no question that, while we have Colleges (with boarding facilities) ready to receive and carry on the education of young men from the district schools, no advantage is gained by increasing expenditure on the latter beyond the working point. Rather it is a result ardently to be desired that the benefits of a College residence should be extended as far as possible, and that the main object of the High School should be, not to pass students through to the Calcutta University Entrance Examination, but to supply our Colleges with intelligent passed men, the soundness of whose early training may afford good ground for superior culture.

37. The Second and Third Classes of this school came before the Board of Examiners in December, and did well. The character of the Examination may be gathered from my Circular Letter in Appendix A., which communicates the opinions of the Board. On looking at the returns I find the highest place secured by an Etawah boy in the collected Second Class of 70 boys was No. 2, and in the Third Class of 111 boys No. 5. The lowest places respectively were No. 70 and No. 197.

38. The average monthly register of this school amounts for the year to 377 boys, of whom 95 per cent. have attended daily. This return does not include a Normal Class of 40 students. The amount of fees collected was Rs. 918 only for the year, which gives the average monthly fee paid as rather more than 3 annas. This is undoubtedly too small, and I should much prefer to have a lower attendance and a larger fee for the English Department at least. The number of boys who learn English is at present 226, and, were the minimum fee 8 annas, as is the case at Ajmere for instance, the income would rise to Rs. 1,356, and the students would be presumedly a better class of boys. The Etawah School is a success as regards attendance (irrespective of discipline, instruction, &c.); but there is no doubt its popularity is partly due to the low rate of fees taken.

39. A powerful agent in the advancement of this school is the local patronage and countenance of Mr. Hume, the Collector. This officer's determination to give the preference in local appointments to young men educated at the local school is well worthy of general imitation, and I hope the principle will be followed in all districts as soon as the Zillah Schools are established in popular opinion.

40. The Boarding-house attached to this school numbers 24 inmates, of whom 10 are self-supporting. It is exceedingly popular, and might easily be extended, were larger accommodation provided.

The Head Master informs me that the rented house now used will not be available much longer; and if no suitable arrangement can be made without assistance, I think the case is one which may be brought forward with a view to a special allotment from funds at my disposal under the head "School Accommodation."

41. His Honor will be glad to hear that the practice of athletic games has been successfully introduced here, as elsewhere.

42. MIDDLE CLASS SCHOOLS (*vide* Schedule in para. 29, *supra*) next claim attention. They have been before explained to be schools in which English is taught, but which as yet cannot educate up to the standard of matriculation. I have, as last year, entered *two* schools only in this category, as paid directly by the State; but there are, as His Honor is aware, a large number of these schools (*viz.*, 83) which are entirely under the management of the Department, but, being partly supported and always set on foot by subscription, they are paid on the principle of Aided Schools, and are therefore necessarily entered under Section V. At the present writing all such schools at *sadr* stations have become Zillah Schools, on a sanctioned scale of establishment paid by the State, and will appear next year as "*Middle Class*" Government Schools, of which now there is an apparent deficiency.

43. The two schools now strictly so called are those of Aligarh and Shahjahanpore.

With regard to the former, the Officiating Inspector of the 1st Circle reports in favorable terms, as follows:—

"It is the largest and best of all the Anglo-Vernacular Schools, whether paid by "Government entirely or receiving a grant-in-aid only. Its numbers at my Exami- "nation were 222; the average attendance is 218. The High Class contains several "boys who will be ready for the Entrance Examination of the Calcutta University at "the end of the present year. The Head Master, Sobha Ram, has worked hard, and "now that by the new arrangement we have got a European gentleman in his place, "I have no doubt that in a short time the classes will come up to the standard of "those in Collegiate schools.

"2.—The Municipal Committee has liberally granted Rs. 300 a month to supple- "ment the income from Government, and has also voted Rs. 10,000 for the erection "of a building. This, I hope, will include a suitable house for the boarders, and per- "haps ultimately we may get a bungalow for the Head Master.

"3.—The Boarding-house attached to the school has now five inmates."

44. *Shahjahanpore School.*—The Report furnished by the Assistant Inspector is meagre and unsatisfactory. He reports that "the higher classes did well in some "subjects, but many of the boys were deficient in their knowledge of Urdu Grammar "and of Persian. The First Class required more practice in English Parsing."

The attendance is given in the tables in the Appendix. The school has now become a Zillah School, under an English Master, and will, I hope, become a useful school.

SCHOOLS OF THE LOWER CLASS.—I. CIRCLE.

45. (1) TAHSILI.—I transcribe the reports of the Officiating Inspector for the schools in the Meerutt Division, and of the Assistant Inspector for the Rohilkhand Division. Taking the two divisions together, it appears that there are 64 schools, with 7,634 boys, distributed in seven classes, of whom 41 per cent. are in the lowest class, to 1¾ per cent. in the highest. Last year there were 63 schools, with 6,689 boys—that is, one school and 945 boys less.

This shows a general increase of the attendance at this kind of school, but the First Classes seem to have fallen off. For last year nearly 2½ per cent. of the whole attendance belonged to the First Class, while under 40 per cent. were in the lower (*vide* table in para. 47, *infra*). The Officiating Inspector says:—

"In the Meerutt Division there are at present 33 Tahsili Schools with 4 505 boys "on the rolls,—an increase since last year of 55. In Rohilkhand the numbers are 31 "schools, with 3,129 boys. This division has been inspected by Mr. Constable, and "his Report is forwarded herewith.

" 2.—First in every respect come the schools of the Bulandshahr District. Those " at Sikandrabad, Bulandshahr, and Dibai are in excellent order. Khurja, though " large in point of numbers, is not quite equal to any of these, but above the average " of Tahsili Schools generally. The Deputy Inspector deserves much praise for the " manner in which he has looked after their general condition, and the Masters for " the labor and care which they have bestowed upon their pupils.

" 3.—Next in order of merit, though far behind Bulandshahr, is Meerutt. The " two best schools are those of the *sadr* station and Bhagpat: they may perhaps be " put down as good, though in both there is room for considerable improvement. The " Muana School hardly deserves to be continued, it is so thoroughly bad. Perhaps the " new Master whom I propose to send there may do something, but the place has always " enjoyed a bad reputation.

" 4.—Saharanpore has one very good school, that at Deoband. The Sadr School " in point of numbers ranks high, but the classes gave a very poor idea of the Mas- " ter's industry. Manglour, which by the new arrangement will be abolished, is very " small. I have put it down in my table as 'bad;' but it was only lately established, " and I do not know that its present state is due to any neglect on the part of the " Master.

" 5.—Aligarh has no schools either very good or very bad; generally speaking, " they are in fair order, and the Deputy Inspector's zeal is beyond all doubt. I have " the highest opinion of his management of the district; but he has not, perhaps, been " very fortunate in his Head Masters.

" 6.—In Muzufanagar, the Shamli School is a good one. That at the *sadr* is "inferior to many of the Halqabandi Schools, and seems never to have been of very good " report. Mr. Cann, I see, attributes this to the fact that the Banyan caste prevails " largely.

" 7.—Dehra has three schools, of which the best, considering its size, is Lakhond. "When the school-houses at Kalsi and Dehra are built, the schools will probably im- "prove; but the places are too small for us to expect anything very great.

" 8. The table as to the condition of schools is furnished as usual, but, as people's "notion of what is good and what is bad varies so much, nothing very definite can be "deduced from it. As to progress, not having examined the schools before, it is im- "possible for me to compare last year with this.

"9.—In your recent communication regarding the new arrangement of Tahsili "Schools, you wished for my opinion as to the scheme of studies to be laid down. With- "out going into the subject of particular books, I may state that in my opinion we "do not pay so much attention as we ought to Persian. Urdu is very well in the lower "classes, but it is not a literary language, nor do the people—at least, the educated por- "tion of them—care very much to have it taught to their sons. Persian, on the other "hand, while necessary to any one desirous of mastering Urdu, possesses a literature of "its own, and is appreciated by all Musalmans at least. These considerations should, I "think, weigh with us largely, and if you agree with me, we might introduce the lan- "guage into all but the two lowest classes, excluding Urdu, except in the case of Geo- "graphy and Mathematics.

"10. My Assistant, Mr. Constable, thinks that the present number of classes "(seven) is too large, and would cut it down to four. I myself think that five would be "quite enough, and we might perhaps demand that boys should be able to read an easy "book before they were allowed to enter the school.

"11. During the past year 24 boys from the Meerut Division have entered "the Rurkie College, and the number would probably have been much larger but that

"one of the new conditions of examination is that the candidate should be able to read "and write English."

46. The Assistant Inspector in charge of Rohilkhand reports :—

" *Muradabad.*—Of the Tahsili Schools in the district of Muradabad, the one at Tha- " kurdwara, both as regards instruction and the numbers on the roll, surpassed all the " others. The boys who were reading Urdu in the Kashipore and Amroha Schools " passed a better examination than the boys who were studying Nagree. The highest " classes of the latter school failed in Persian and Urdu Grammar, and the lower " classes of the former were not in a satisfactory state. The Hosanpore boys passed a " fair examination, generally speaking, as also those of Sambhal. This latter school " had much improved since my last visit. The Muradabad School was in a very un- " satisfactory state, and it was evident that the teachers had been very remiss in the " discharge of their duties. At Chandowsi the study of Geography had been much " neglected. The Muradabad Tehsili Branch Schools were not in a very flourishing " condition, and the state of two of the Sambhal ones, situated respectively in the " Dipa Sarai and Hayat Nagar quarters of the town, was bad. There was also room " for much improvement in that of the one located in the Sarai Tarin quarter.

"The Amroha Branch School had somewhat improved."

" *Bijnore.*—The highest classes of the Bijnore School did well in the several sub- " jects they had been taught; but the middle classes required much more practice in " Arithmetic.

" The Nagina and Najibabad Schools did not satisfy me. The Nehtour one was " in a poor condition, as also that at Chandpore.

Badaon.—" The Bissowli boys had read but a few pages of their class-books, and " their knowledge of Arithmetic was very slight. The lower classes of Gunnour did " not satisfy me. Saheswan School and its Branch were not flourishing, and I accord- " ingly amalgamated them.

" The higher classes of the Badaon School and Branches failed, generally speak- " ing, in Arithmetic and Geography. Dataganj School had fallen into a bad state " through the indifference displayed by the present teacher's predecessor.

Bareilly.—"Of the schools in this district, those at Aunlah and Bisalpore pleased me " most. The Faridpore and Jahanabad ones passed a fair examination on the whole. " Shahi School had improved since my last visit. Those at Nawabgunj and Bareilly " had not made any perceptible progress, and the Pilibhit one was in a most unsa- " tisfactory state. The Daro School was this year abolished, and one established in " its stead at Baheri. The Bareilly Branch School had not much improved.

Shahjahanpore.—" In Arithmetic most of the Jalalabad boys failed, and the lower " classes were in the same unsatisfactory state in which I found them last year. In some " subjects the higher ones passed a fair examination. The state of the Shahjahanpore " School and its three Branches was not at all satisfactory, especially that of Branch " No. 2.

" In the Urdu Department of the Tilhar School too much attention had been paid " to the study of Persian, and the other subjects had consequently been neglected.

" The lower classes of the Nagree one were not in a satisfactory state;—the upper " ones did credit to their teachers. The Powain School passed an indifferent examina- " tion, generally speaking, in many subjects. Khutar School did fairly on the whole."

47. The table given here shows the attendance class by class. It is that alluded to in para. 45 above.

Tahsili Schools.—I. Circle.

Zillahs	No. of Schools.	In each Class in 1866-67							
		1.	2.	3.	4.	5	6.	7.	Total.
Aligarh, ...	8	47	52	85	135	189	241	548	1,297
Bulandshahr, ...	4	22	23	48	114	187	188	267	849
Meerut, ...	7	16	17	22	96	128	148	450	877
Muzufanagar, ...	5	12	22	30	75	108	109	264	620
Saharanpore, ...	6	8	24	41	75	125	110	364	747
Dehra Dun, ...	3	0	4	11	15	24	20	41	115
Total, ...	33	105	142	237	510	761	816	1,934	4,505
Bareilly, ...	9	2	17	33	89	126	138	334	739
Bijnour, ...	5	3	25	20	61	91	61	86	347
Budaon, ...	5	0	3	11	49	88	105	132	388
Muradabad, ...	7	17	20	44	104	179	171	414	949
Shahjahanpore, ...	5	7	22	32	95	121	154	275	706
Total, ...	31	29	87	140	398	605	629	1,241	3,129
Grand Total, ...	64	134	229	377	908	1,366	1,445	3,175	7,634
In 1865-66, ...	63	167	234	358	807	1,293	1,343	2,487	6,689
Increase or decrease, ...	+1	...	...	...	...	...	..	...	+945

48. The marginal table entered in this place is intended to show the general character of the schools, in the judgment of the Inspector, and undoubtedly would be a useful record of advance or otherwise, if kept by the *same* inspecting Officer year by year. As it is, the table has not hitherto been kept in this Circle, and consequently the one now given is of no value in comparing the results of former years; and the Inspector of the Circle, under whose eye the schools have grown into their present status, is absent on leave. The table, moreover, is made up by different Officers, who probably take a different standard of excellence to qualify for "good" or "bad." Naturally "fair" and "middling" contain the largest entries, for any doubt remaining on the inspecting Officer's mind, either in consequence of his own lack of leisure to examine fully, or his laying stress on one or two subjects more than others, would certainly result in the classification of the school under the less positive headings. Again, the style of questions asked affects the classification. Boys often fail in Arithmetic, for instance, because a word new to them is introduced into perhaps the only sum which the Inspector's time allows him to set to test the class in that subject; or a sum so set as to make it difficult at first sight to see under which of the rules of solution it comes (those rules being *foreign*) often so puzzles a class of boys that only the sharpest lad brings an answer. Therefore, without entering into further illustration of the difficulties attending an accurate registration of results in this form, I do not lay much stess upon this particular one of para. 48.

Zillah.	No. of Schools.	State of School at the Inspector's visit.						
		Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.
Aligarh, ...	8	1 ...	...	4	3	1	...	...
Bulandshahr, ...	4	3	...	1	...	...	...	...
Meerut, ...	7	...	2	2	1	1	...	1
Muzufanagar, ...	5	...	1	1	2	1	...	...
Saharanpore, ...	6	1	...	1	3	...	1	...
Dehra Dun, ..	3	...	...	...	2	1	...	...
Bareilly, ..	9	...	1	2	2	3	...	1
Budaon, ..	5	...	...	...	2	2	1	...
Bijnour, ...	5	...	...	1	2	...	1	1
Muradabad, ...	7	...	1	4	1	...	1	...
Shahjahanpore, ...	5	...	...	1	3	...	...	1
Total, ...	64	3	5	17	21	9	4	4

49. The remark of the Officiating Inspector as to the desirability of encouraging the study of Persian in Tahsili Schools requires notice. It is perfectly true that Persian is a nicer language to teach and learn than Urdu, and is popular with Musalmans and Kayaths; but it is of no practical value as a tongue in this country. It is a me

dium of correspondence between natives of position, but its use in this respect does not make it a valuable acquisition for the masses; nor am I by any means of opinion that it is necessary to the acquisition of Urdú. The Persian *idioms* used in the language are few in number, and the spoken language at least is Hindee to the backbone. There are of course many Persian words in the Lucknow and Dehli forms of Urdú, but there are also many Arabic words, and the argument that the study of Persian is necessary for the Urdu student applies equally in this respect to the study of Arabic; indeed, my own opinion is that a knowledge of Arabic Grammar is more useful to the Urdu student than a knowledge of Persian Grammar. The original design of the Tahsili School was a good education in the vernacular, and it was intended that the corrupt pronunciation of the inhabitants of country towns should be improved by degrees, under the constant communication which the children and their teachers would have with the Native Inspecting Officers, who are men of education, and generally good Oriental scholars. The improvement which is thus effected may be easily tested by an Examiner who compares the pronunciation of the beginners in a good Tahsili School with that of the senior pupils. It is perfectly true that a Tahsili schoolboy has no great stock of words, beyond the ordinary terms, in his Urdu vocabulary when he leaves school; but, once possessed of the rules and idioms of the language, he can add daily to his stock of words for any special business. To say that a boy is unfit to enter a *kahchahri* and do the work of a Mohurrir *because he has not learned Persian* seems to me an untrue account of the matter. The fact is, he is only ignorant of the technical terms and pedantries of the Courts, which he would be equally ignorant of had he done nothing but read *Gulistan, Boostan, Abul Fazl, wagairah,* all his life. The *want* in our vernacular education is good books to read, and the want is being gradually supplied, and Urdu will improve, as it has improved, year by year. The Tahsili Schools began wisely, I think, with the vernacular only. A few years ago there was a considerable cry for Persian as well, and men said,—" If you allow Persian to be introduced, you'll double the numbers at school." Though this was not the desired end, inasmuch as the staff of teachers could not possibly have taught twice as many boys, I was of opinion that the scarcity of good Urdu reading-books justified the introduction of the means of access to Persian literature, and I allowed Persian to be studied in the two upper classes. It was hailed as a boon, a "*bahut achchi bát,*" and I believe the schools gained some repute in consequence; but the attendance was not raised, especially in the two first classes, where this might have been expected to be the case; nor do the boys who leave school gain employment more easily.

The Inspecting Officers of the I. Circle report of their Tahsili schools in indifferent terms generally, and complain that little progress is made in particular text-books.* As, however, the schools are entirely under their own management, and it does not seem to have occurred to them to point out early in the year the number of pages in each book in which they intended to examine, I am of opinion that the complaint is one for which the grounds might have been avoided.

HALQABANDI SCHOOLS.—I. CIRCLE.

51. The schools in this Circle have on the whole progressed during the year. The table subjoined shows a decrease of seven schools, and an increase of attendance, which is a favorable sign. The average attendance in this way has risen by at least one boy per school. The decrease in schools took place in Budaon for want of funds. Bareilly appears for the first time with a small show of schools, at which the attendance is up to the average. The number of boys in the Fourth or highest Class is 5 per cent. oft he whole number, as last year. The number in the First or lowest Class is still extravagantly large, being 61 per cent.

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* *Vide* original Report, sent separately.

52. The following is the Officiating Inspector's table of attendance :—

District.	No. of Schools.	In each class, 1866-67.				
		4.	3.	2.	1.	Total.
Aligarh, ...	97	183	356	653	2,054	3,246
Bulandshahr, ...	119	390	614	1,038	2,167	4,209
Meerutt, ...	131	191	407	738	3,048	4,384
Muzufanagar, ...	107	139	411	819	1,996	3,365
Saharanpore, ...	101	169	336	812	2,064	3,381
Dehra Dun, ...	3	5	11	19	67	102
Bareilly, ...	6	4	13	34	135	186
Bijnour, ...	...	...	...	...	...	...
Budaon, ...	87	87	256	545	1,459	2,347
Muradabad, ...	68	81	257	602	1,423	2,363
Shahjahanpore, ...	107	151	426	814	2,177	3,568
Total, ...	826	1,400	3,087	6,074	16,590	27,151
In 1865-66, ...	833	1,368	3,044	6,113	16,259	26,784
Increase or decrease, ...	—7	...	...	...	...	+367

And the following are the remarks which he appends with reference to the schools in the Meerutt Division :—

" The returns show a decrease of seven schools, and an increase of 367 boys. " Twelve schools were abolished in the Budaon District from want of funds.

" 2.—Some difficulty is found in getting efficient teachers upon the small salary " we are able to offer, and one of the Deputy Inspectors proposes that some of the " smaller schools should be abolished, with a view to increasing the pay of Masters who " have proved themselves efficient.

" 3.—All the schools in the Meerutt Division, with exception of two small ones to " whom the parwanas did not reach in time, have appeared before me during the past " winter. The best are in the Bulandshahr District;—in the other districts the " standard reached does not vary much.

" 4.—Whether progress has generally been made during past year I cannot state, " as but few schools passed an examination before me last year."

53. The schools in the Rohilkhand Division are thus reported upon by the Assistant Inspector :—

" At the time of my visit there were 68 Halqabandi Schools in the District of " Moradabad, 108 in Shahjahanpore, 84 in Budaon, and 6 in Bareilly."

" The Muradabad Schools, as a rule, were in a more satisfactory state than those " of the other districts. A great number of the pupils attending these schools passed " a good Examination in Reading and Writing from Dictation, and also in Geography. " This latter subject, however, together with that of History, had been much neglected " in many cases. The average attendance at these schools is as a rule low, as the " boys are often employed in the fields by their parents, but nevertheless numbers " are learning to read and write. In Arithmetic the pupils were very slow, and their " method of working examples was anything but neat."

54. A return of *Desi* Schools sent in by the Officiating Inspector gives 2,418 schools, with 26,560 scholars, for the 1st Circle. It will thus be seen that there are more Desi than Halqabandi Schools, with fewer scholars however; and it further appears that there are nine more Desi Schools, with 480 more scholars, this year than in 1865-66—a

fact which in itself throws doubt on the accuracy of the returns, as the increase of scholars to this amount is disproportioned to the increase of schools—indeed, the entries under increase and decrease are extraordinarily various. In one district there are said to be seven more schools, with only *one* more added to the number of scholars;—in another district there appear nine fewer schools with 47 more scholars; and so forth. The Deputy Inspectors evidently cannot register the state of things correctly; but I am inclined to think the inquiry is on the whole one of little importance, except it clearly showed that the Desi Schools were largely increasing in numbers and attendance, and thus that a desire for education, irrespective of the hints and advice of Government Officers, had come into being. Their gradual decrease, on the other hand, shows much what might have been expected—*viz.*, that the old kind of education is less wanted, or that the old system, to call it so, was not popular enough to hold its own when a novelty was introduced. The idea of rivalry does not exist, and to suppose that we are aiming at the destruction of this class of school, or that it was ever worthy of the name of a "National" School system, is, I am of opinion, erroneous. I mention the point because the Officiating Inspector of the 1st Circle, at the time when the returns were made, has appended to his Report a paper * condemning the present system of Village Schools, and in which the disappearance of *Desi* Schools is held to be equivalent to "the extinction of a national education." Mr. Deighton's views are unfavorable to the Government policy in educational matters generally, but the Annual Report is perhaps hardly the place for their expression. The paper above-mentioned, as well as three other articles appended, might have appeared to better advantage in the *Educational Magazine.* †

II. Circle.

55. The only school of the *higher order* in this Circle has been mentioned above. Schools of the *middle class* will be recorded in Section V. below, and it remains to report here upon the *lower schools.*

(2) Tahsili Schools.

56. The following are Dr. Anderson's remarks:—

"Compared with last year, the number of pupils in the table may seem at first "sight less than before; but the schools at Kanouj of 140 scholars being this year "omitted, as disallowed Tahsili endowment, and seven Anglo-Vernacular Schools having "established Branch Schools for those disinclined or too young to study English, the "whole has actually increased by more than 500. These Branch Schools are reckoned "among the Halqabandi, being supported by the Local Funds, and have 399 pupils. "The state of instruction also appears worse than last year; but if the total number "of prizes given in 1866 and 1867 be compared, and the omission of three schools not "examined in Muthra be considered, it will be found in some respects much better. "The condition of 10 schools is 'good,' of 35 'fair,' of 17 'passable,' 13 are "'inferior' and but 2 'bad:' 49 have made more or less progress since last "year. The discipline is generally passable, the Registers being clean and correct, "the classification and class-books suitable; but still, 'a place for everything and "everything in its place' is a rule the observance of which has too many exceptions. The appurtenance is now in most instances sufficient, and I am glad to be able "to state that only five school-houses are very unsuitable, and but two where new "buildings are required."

57. This account is a satisfactory one, showing among other things that the record of minute details is capable of conveying a good general idea of progress. The Inspector has furnished an elaborate return, given below, of every particular, the most useful part of which as a record of progress corresponds with the tables given above by the Officiating Inspector of the 1st Circle, which tables were formed, in accordance with His Honor's wishes, on Dr. Anderson's model.

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* Accompanies the Report.

† I am now informed that the *Agra and Delhi Educational Magazine* has stopped issue.

Summary Results of Inspection of Tahsili Schools during the year 1866-67.

Name of Tahsili.	No. of Tahsili Schools.	Pupils on Register.	Present at Examination.	No. of Schools not examined.	Number of Pupils in each Class.							State of Schools at the time of the Inspector's visit, as regards																												
												Instruction.						*Discipline.*						*Appurtenance.*						*Progress since last year.*						*School Buildings.*						
					1.	2.	3.	4.	5.	6.	7.	Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Excellent.	Careful.	According to rule.	Passable.	Not according to rule.	Careless.	Very reprehensible.	Redundant.	Complete.	Sufficient.	Adequate.	Insufficient.	Defective.	Destitute.	Improved.	Slightly better.	Not improved.	Fallen off.	Greatly worse.	New, or not seen.	Superior.	Good.	In repair.	Serviceable.	Requires repairs.	Very unsuitable.	New building required.	New building erecting.
Agra, ...	9	823	777	...	4	22	33	55	115	199	349	...	1	7	...	1	...	...	...	1	5		1	1	...	...	3	4	1	1	...	...	5	4	...	...	...	...	...	2	...	...	7	...	...	...
Muthra, ...	9	878	760	3	9	12	45	47	116	153	378	...	...	5	4	...	...	...	...	1	3	5	...	...	...	...	3	5	...	1	...	...	3	2	1	...	...	3	...	9	...	...	...	...	...	...
Mynpoory, ...	6	723	658	...	3	21	27	40	102	110	355	...	...	3	1	2	...	...	...	1	2	3	...	...	...	...	...	5	...	1	...	...	2	1	3	...	...	...	...	1	2	...	2	1	...	...
Etah, ...	4	482	422	...	5	15	21	33	69	80	199	1	1	...	...	1	1	...	...	...	2	1	1	...	...	...	...	3	...	1	...	...	2	1	1	...	...	...	...	2	...	1	...	1	...	...
Etawah, ...	6	415	391	...	3	12	23	31	54	76	192	...	...	3	1	2	...	...	...	...	4	2	...	...	...	...	...	5	1	...	...	...	4	...	2	...	...	...	1	5	...	...	...	...	...	...
Farakhabad, ...	7	832	722	...	8	29	34	70	102	121	358	...	3	3	1	...	...	...	...	...	7	...	...	...	...	...	...	7	...	...	...	...	4	...	3	...	...	...	...	4	...	...	...	...	...	3
Cawnpore, ...	11	737	640	...	5	13	37	51	104	141	289	...	2	7	...	2	...	...	...	2	6	2	1	...	...	...	...	11	...	...	...	...	...	5	5	...	1	...	...	2	...	3	...	2	2	2
Humeerpore, ...	8	455	397	...	...	...	10	34	63	82	208	...	...	4	2	1	1	...	...	...	4	2	1	1	...	...	...	8	...	...	...	...	2	2	3	...	1	...	2	3	...	2	...	...	...	1
Jaloun, ...	5	309	293	...	...	...	6	15	62	48	162	...	...	2	3	...	...	...	...	...	...	2	3	...	...	...	...	3	...	2	...	...	...	4	1	...	...	...	...	3	2	...		...	...	...
Jhansie, ...	9	651	596	...	...	9	13	32	88	130	324	...	...	2	5	2	...	...	...	...	3	4	2	...	...	...	...	8	...	1	...	...	2	4	3	...	...	...	...	7	...	2	...	...	...	...
Lullutpore, ...	5	285	262	...	...	7	19	23	34	59	120	...	2	...	...	2	...	...	...	...	1	2	1	...	...	...	...	3	...	1	...	...	2	1	1	...	...	...	...	3	...	...	...	1	...	...
Total, ...	78	6,485	5,831	3	37	140	268	430	898	1,189	2,869	1	9	35	17	13	2	...	...	5	37	23	10	2	...	...	6	61	2	8	...	...	25	24	23	...	2	3	3	41	4	7	9	5	2	6

58. The following account of the defects of these schools, and the adverse circumstances which have to be struggled with, is quoted not only as an interesting exposition in itself, but as a record of facts which may at least show that men may be interested in their work without being blind to shortcomings in results. I agree with Dr. Anderson in his conclusions generally. As usual, the inferiority of our teachers is the great drawback; and the tendency to gravitate to a minimum standard of instruction is an illustration of the low ebb of indigenous school learning.

59. "(1) The tendency, often pointed out, to a decrease in higher class students "and subjects, and a gravitation in the mass towards lower classes and elementary "instruction: above two-thirds of the whole attendance are found in these lower classes, "which are taught generally by Naibs. The Head Master, though constantly reminded "of his supervision, yet naturally confines his attention too exclusively to the upper, "and the lower, being too numerous for one, or even two under-teachers, are often "found as to Writing and Mental Arithmetic in a worse condition than the First Classes "in the majority of Halqabandi Schools to which they correspond. Considerable "improvement has indeed of late taken place in this respect, but I see no effectual cure "for this evil until additional Naibs of higher qualifications and pay be appointed, and "the redundant attendance in the lower classes drawn off by a branch Halqabandi "School established in the place.

60. "(2) Almost all the force or proficiency of Tahsili Schools is now exhibited "in the Fifth Class, corresponding to the Second in Halqabandi, instead of being diffused "equally throughout. The instruction of this class is generally in a passable state. "It consists in the four rules of Simple Arithmetic, Reading, Writing, Dictation, and "a knowledge (often very imperfect) of the zillah map. It forms a stage at which not "even one-fourth of the lower classes arrive, and where more than half of the entrants "leave off their attendance at school. It certainly affords the primary elements of in-"struction, and constitutes that for which alone native parents and guardians seem in "general to care; but its standard and teaching are in several respects too low: advan-"tage ought to be taken of the interest felt in it to render the pupils more capable and "desirous of entering on higher studies.

61. "(3) Another prominent defect of these schools is—the general failure of the "Fourth Class in most branches, but especially in Arithmetic. The low standard reached "by them in the foregoing class, or the little development which the present mode "of teaching has given to their faculties, causes them to fail in any complex question, "or one requiring a little consideration. Their mechanical application of rules and their "inconsiderate use of figures is often very ludicrous, and show how little pains have "been taken to explain to them the nature and meaning of their work.

62. "(4) The scanty attendance and defective proficiency in Geography and His-"tory of the higher classes in Tahsili, as well as in Halqabandi, Schools are still cons-"picuous. Above the Fifth Class the ratio of the number of those who enter a higher "class decreases as two to one nearly. Only 11 out of the whole 78 have a First or "Highest Class at all, and but 76 in the Halqabandi have a Fourth. The classifica-"tion, indeed, requires revisal; but it is in vain to think to counteract this growing "tendency to be content with the least and lowest measure of education otherwise than "by instructing lower class pupils in such a way as to give them a taste or desire for "more, and by patiently waiting for the natural growth of a better spirit. It has its "roots in their want of preparation and interest, and partly in the poverty or apathy of "their parents, and the demand for their labor;—in the supposed usefulness of more "knowledge, joined to a lingering prejudice against History and Geography as taught "by Europeans in a few cases;—also in a desire to obtain what higher instruction may "be deemed requisite at some College or other high school;—and last, but not least, in "the low attainments of many of the teachers themselves.

" 63. (5) There is still another cause of the small progress made in the upper " classes of these schools, to which some are inclined to attach more importance (see " Assistant Inspector's Report, Appendix No. 1) :—Above forty have English teacher- " ships attached to them, and it is often found that when pupils begin to learn English " they neglect their vernacular classes, and strife or opposition is engendered between " the English and Vernacular Masters, to the detriment of the school. This evil is " now not so great, I believe, as it was at first, and, as it seems to me capable of being " removed or lessened in most cases by proper counsel and discipline, a temporary trouble " and inconvenience ought not to lead to the relinquishment of the duty of accustoming " native teachers to co-operate for a common end, and of obliging native pupils to con- " form to the rules of instruction. Besides, in referring to Table No III. it will be " seen that nearly the half of these English classes, having sprung but recently out " of the purely Vernacular Tahsili, and leaning on it for support, are by far too weak " to stand alone in most country stations; and that to separate them at once, as pro- " posed, would be both hazardous and needlessly expensive. There are, however, many " cases where this separation is desirable and proper, and it has been effected, but not " suddenly, in more than six schools. At Muthra, Mynpoory, Etah, Furukhabad, Pha- " phoond, and Chibramow, the students of English having increased to nearly a ma- " jority, orders were given that no more purely Oriental students were to be admitted, " but sent to a Branch Halqabandi School, to be opened in the neighbourhood under a " separate master : the result has been that the institutions became almost entirely " Anglo-Vernacular, and the Branch Schools grew in proportion till they were fit and " strong enough to receive the Tahsili establishment, and left beside them a firmly " established English school, to be embraced or otherwise in the new Zillah School " establishment. Had the separation taken place at once, the shock given would pro- " bably have delayed the increase of both, as well as created the unnecessary expense " of two sets of Oriental teachers, with insufficient work for them to perform.

" 64. It is by this safer and more economical mode of proceeding that English " Schools will, I think, be best detached from the parent Tahsili according as they be- " come ripe for the change; and meantime discipline and the rules of the school should " be strictly maintained, as regards both teachers and scholars. Little or no difficulty " would occur in carrying on the Oriental instruction of those who study English, as well " as of those who learn Persian or Sanscrit, along with those who study only the com- " mon Vernacular, if teachers would accommodate their hours and classes to each other."

(2) Halqabandi Schools.

65. I proceed with the Inspector's own account, in the main very satisfactory :—

" From this table (below) compared with that of 1865-66, it will be seen that the " number of Village Schools at the time of inspection had increased from 1,051 to 1,066, " and the number of pupils from 28,964 to 30,730. The subsequent returns of Deputy " Inspectors augment these numbers by 114 schools and 852 pupils. Nor is their " general improvement less satisfactory than their increase · nearly 30 per cent. more " prizes were obtained this year than the last ; 43 more schools are decidedly better. " The average attendance appears to have risen last quarter to 80 per cent., and, were " the returns sufficiently trustworthy, might be stated still higher at the end of the " year. The inspection in 34 schools is excellent or 'good,' in 207 'fair,' and in " 302 'passable ;' but a great number are still in an 'inferior' or unsatisfactory state."

Summary Results of Inspection of Halqabandi Schools during the year 1866-67.

Name of Zillah.	No. of Halqabandi Schools.	Pupils on the Register.	Present at Examination.	No. of schools not examined.	Nos. in each Class.				State of Halqabandi Schools at the time of Inspector's visit, as regards																																	
									Instruction.							*Discipline.*							*Appurtenance.*							*Progress since last year.*						*School Building.*						
					1.	2.	3.	4.	Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Excellent	Careful.	According to rule.	Passable.	Not according to rule.	Careless.	Very reprehensible.	Redundant.	Complete.	Sufficient	Adequate.	Defective.	Insufficient.	Destitute of.	Improved.	Slightly better	Not improved.	Fallen off.	Worse.	New, or not examined.	Superior.	Good.	In repair.	Serviceable.	Requires repair.	Unsuitable.	New building required.	New building erecting.
Agra, ...	195	5,501	4,671	1	3,151	1,127	314	78	2	10	57	75	33	17	...	...	...	62	77	47	8	...	...	...	105	29	7	47	6	65	41	38	20	...	30	..	25	33	37	47	22	30	...
Muthra.	162	3,878	1,450	83	925	407	111	7	..	1	17	24	24	11	2	...	...	23	31	16	8	1	..	...	37	17	1	21	3	15	18	30	14	...	2	...	...	13	38	...	23	5	...
Mynpoory, ...	135	3,883	3,184	...	2,293	688	172	31	...	...	24	49	39	18	5	..	..	60	45	14	16	...	...	...	46	15	7	75	2	26	24	44	17	...	24	...	41	23	58	8	5	...	...
Etah, ...	93	2,842	2,183	...	1.584	448	139	12	...	1	6	29	38	15	4	...	1	11	31	26	24	...	...	...	37	...	4	51	1	9	16	48	11	.	9	...	..	23	58	5	9	5	...
Furakhabad, ...	51	2,435	1,860	...	1,299	317	177	67	1	1	13	19	12	5	...	...	..	40	1	5	5	...	..	...	37	2	...	12	...	6	12	20	4	...	9	..	31	...	...	4	8	8	...
Etawah, ...	129	3,422	2,429	...	1,538	674	205	12	1	3	25	21	36	34	9	..	...	12	64	22	31	...	...	...	92	..	15	20	2	31	16	69	10	...	3	1	75	...	5	35	...	13	...
Cawnpoor.	95	2,944	2,160	1	1,533	445	156	26	...	2	17	25	27	23	...	...	...	39	48	4	3	...	...	..	39	...	...	55	...	18	34	38	...	4	...	...	67	6	3	4	13	1	..
Humeerpore, ...	61	1,555	1,126	...	799	239	79	9	...	1	12	22	14	12	...	...	...	11	35	11	4	...	...	...	45	...	...	16	...	10	24	27	.	...	..	...	7	9	...	1	37	7	...
Jaloun, ...	59	1,738	1,424	...	1,160	248	16	...	...	4	12	13	23	7	...	..	...	...	11	48	...	...	...	...	16	..	...	43	...	17	18	24	...	..	...	...	22	15	2	1	17	2	..
Jhansie, ...	78	2,343	1,802	...	1,455	314	33	...	...	6	19	24	23	6	...	...	...	1	25	46	6	...	...	...	10	...	...	65	3	22	26	30	...	...	...	...	14	22	12	24	5		...
Lullutpore, ...	8	189	163	...	135	28	...	...	...	1	5	1	1	...	...	...	...	...	...	8	...	...	...	...	1	...	...	7	...	7	1	...	...	...	...	...	1	1	...	...	5		...
Total, ...	1,066	30,730	22,452	85	15,873	4,935	1,402	242	4	30	207	302	270	148	20	...	1	259	368	247	105	1	...	...	465	53	34	412	17	226	230	368	76	4	77	1	283	145	213	129	137	73	...

LOWER SCHOOLS (III. CIRCLE).

66. The Inspector and Joint Inspector of the Benares Circle have recorded many useful and encouraging facts in their Report for the year. They introduce it as follows:—

"Progress is general and steady. The year has been a rather unusually prosper-
" ous one to us—schools and boys both have increased. The people have not only
" proved their desire to contribute towards establishing English Classes, but they have
" come forward with contributions to improve the old Vernacular Schools, and open
" new ones. The boys have not merely increased in number, but advanced in learning,
" and obtained promotion in their classes. The girls have multiplied with their schools.
" The Boarding-house is overcrowded, and the proportion of the boys living at their
" own expense has much increased. A new barrack is in the course of being added to
" the Dharma Shálá for the accommodation of the boarders. The building of the Nor-
" mal School by the side of the Dharma Shálá has fairly advanced. The liberal con-
" cession of the Government to give their quota of the school cess in the permanently
" settled Benares Province has doubled our means to open, support, and improve the
" Village Vernacular Schools in the four districts, namely, Benares, Ghazeepore,
" Jounpore, and Mirzapore;—it has not only doubled our means, but proved to the
" people beyond a boubt that the Government is scrupulously faithful to its word and
" principle;—it has enabled us to ask for more, and it has prepared the people to
" give us more. Subscriptions for building school-houses—even for Halqabandi school-
" houses, for which the people already pay a cess—are pouring in, and we have no-
" thing left to complain of. We have received all possible assistance from the District
" Officers in furtherance of the cause of education; and if it be not too much presump-
" tion on our part, we may be allowed to say that we enjoy the full confidence of the
" people."

67. The following extract is an amusing account of incidents on tour, illustrative of the attention which education attracts even in out of the way parts of the country. An European Officer would probably have no such experiences to relate, though they, too, come across strange scenes, and hear strange things said. Babu Siva Prasad's influence, and I may say popularity, conduce very largely to the success of education in the Circle, and I am of opinion that he manages his subordinates well. Mr. Griffith says:—

68. "To show how far the people are anxious to educate their children, to learn
" and improve, and how far they appreciate the liberal policy of the Government in this
" respect, and also how far we are fulfilling the wishes of the people and the expectations
" of the Government, I may be pardoned for giving here a few anecdotes from the me-
" morandum of Babu Siva Prasad, the Joint Inspector, of the kind too numerous to be re-
" corded:—

" 'In Mow (Banda District) I had reduced the salary of a Hulqabandi Teacher,
" ' on account of his boys not passing satisfactorily. The next morning, in my way when
" ' passing through a village, I met a respectable Bundella zamindar with a couple of
" ' companions, as if waiting my arrival. I first thought out of courtesy to stop, but,
" ' seeing that the man liked more to walk along with me, I rode on slowly, and talking
" ' with them. As it was getting late, I pressed him twice or thrice to leave me and re-
" ' turn home; but he did not, till we came to the banks of a *nálá* more than a mile from
" ' the village. When he saw me ready to gallop off he could not wait longer, and begged
" ' of me with great entreaties to restore the teacher to his former salary. I told him
" ' it was impossible—there was no progress in his school. The man looked very much
" ' astonished, and said,—"Sir, what progress do you want? Don't you see these my two
" ' sons just before you, who read in the school? More than two years ago, when the De-
" ' puty Inspector wanted to establish the school in my village, and asked for assistance
" ' to set up an example, I at once agreed to send my sons to the school; but sir, what
" ' happened?—The mother of these two boys began to weep and cry in such a way as if
" ' they were going to be delivered to the angel of death himself. I did not move, and
" ' sent the boys to the school; and now yesterday she looked very happy to see the boys

"'go even to Mow, to be examined there by you. Little boys cannot at once become "'Pundits, and, sir, give them credit, and give credit to their teacher, if they can read "'and write in a village where no man perhaps since the days of creation knew what a "'letter was, and the saying went—'*Kariya achchhar Bhaens samán*' (a black letter "'was to be taken for the likeness of a buffalo)."

69. "'It was quite dark, and I much tired and exhausted, when I finished the "'examination of the boys in Azimgarh, and walked towards my camp. In the way "'I was besieged by the boys—all of them asking me to put them in the Benares "'Boarding house. I could not disperse them without threatening the teachers that if "'they persisted in not leaving me, the teachers should forfeit their salary for the "'month; the boys dispersed, and I walked on feeling my way with my stick. Suddenly "'I felt something clinging to my left foot: I started, and to my utter astonishment "'found Jay Mungal, one of the boys, firmly holding my foot, with his head upon it, "'and eyes full of tears. To discourage boys from following his example I remained "'inexorable; but Jay Mungal still followed me, and passed the night, without food and "'cover, under a tree near my tent—still praying for admittance into the Benares "'Boarding-house.'"

70. The TAHSILI SCHOOLS of this Circle are thus reported upon :—

"There are now 55 Tahsili Schools, instead of 52. This is accounted for by the "establishment of some new schools, as sanctioned by the Government in lieu of those "which had been made Anglo-Vernacular in the year preceding. This year also some "of the Tahsili Schools have become Vernacular, for which new ones have not yet been "opened. As the new arrangement of the schools will come into operation from to-"morrow, per your letter No. 1622, dated 21st February last, I need not give here "further explanation. There is an increase of 853 in the number of boys; and of "the whole 4,320 boys, 2,496 are agriculturists, and 1,824 non-agriculturists. Twelve "schools, against five of the last year, have not fewer than 100 boys each—*viz.*, Karari "(Allahabad District), Kalinger (Banda District), Ramnagar (Benares District), Bustee "and Munghyr (Bustee District), Khajowa (Futtehpore District), Bansgaon, Selem-"pore, and Huzoor Tahsil (Gorukhpore District), Moonra-Badshapoor (Jaunpore Dis-"trict), and Ahrora and Gopeegunj (Mirzapore District).

71. "The average has risen to 71·26 boys per school, from 66·67 of last year, "and the daily average attendance has risen to 78·03 per cent., from 77·56 of last year.

72. "Last year the total amount of fees collected in Tahsili and Anglo-Vernacular "Schools was Rs. 5,190-9-2. This year it is Rs. 5,337-7-5. The total cost of educat-"ing each pupil last year amounted to Rs. 5-10-7, and to the Government, Rs. "2-9-10;—this year it has been reduced to Rs. 3-9-10, and Rs. 2-1-8.

73. "As regard the progress the boys have made in learning, I think the mar-"ginal table will suf-"fice to give you a fair "idea of their acquire-"ments. There are "this year 85 boys "in the First Class, "against 72 of last "year, or we may take "this year 990 boys "in the upper four "classes, against 847 "of the same classes "of the last year."

Progress made in the Tahsili Schools.

Districts.	1st	2nd	3rd	4th	5th	6th	7th	Total.
	Classes							
1 Allahabad, ...	24	20	10	43	77	66	135	375
2. Azimgurh, ...	24	41	74	96	109	116	178	638
3 Banda, ...	5	9	29	45	67	110	161	421
4 Bustee, ...	3	12	20	41	64	64	220	430
5. Benares, ...	...	6	6	30	29	22	89	182
6. Futtehpore, ...	6	18	36	41	69	132	222	524
7. Ghazipore, ...	10	20	25	46	40	51	95	287
8. Gorukhpore, ...	6	16	17	47	67	106	486	745
9. Jaunpore, .	5	15	21	55	83	99	151	429
10. Mirzapore, ...	7	17	19	30	39	56	121	289
Total, ...	85	174	257	474	644	822	1,864	4,320

HALQABANDI SCHOOLS.

74. Last year we counted 1,131 schools, and 36,711 boys;— this year we have 1,228 schools and 40,608 boys, of whom 28,312 are agriculturists, and 12,296 non-agriculturists.

The average of boys per school is this year 33·65, against 31·66 of last year. The daily average attendance is reported this year to be 75·93;—last year it was 77·81.

The total annual cost of educating each pupil is Rs. 2-0-8, and to the Government of only 3 pie;—last year it was Rs. 2-12-6, and 7 pies.

Progress made by the Halqabandi Schoolboys.

Districts.	1st	2nd	3rd	4th	5th	6th	7th	Total.
	Classes.							
1. Allahabad, ...	...	46	106	795	1,215	1,066	348	3,576
2. Azimgarh, ...	4	234	332	316	410	525	1,079	2,900
3 Banda, ...	...	6	66	431	617	898	1,423	3,441
4. Benares, ...	...	18	71	150	202	269	950	1,660
5. Bustee, ...	4	16	48	266	948	1,454	3,403	6,139
6. Futtehpore, ...	4	23	77	214	434	824	1,362	2,938
7. Ghazipore, ...	80	94	100	199	1,241	1,290	1,046	4,050
8. Gorukhpore, ...	5	28	150	600	1,090	3,050	5,904	10,827
9. Jounpore, ...	8	43	115	328	437	560	1,180	2,668
10. Mirzapore, ...	...	12	63	195	307	647	1,145	2,419
Total, ...	105	520	1,125	3,494	6,941	10,583	17,840	40,608

75. A progress statement like that given for the Tahsili Schools is given herewith in the margin. There are this year 105 boys in the First Class, and 520 in the Second Class, against 127 and 573 of last year. The reason of this fall has already been explained in para. 8.

76. The following paragraph (77) explains the reason why 400 of the latter class of school were not examined by the Inspector. I am inclined to think that the hindrances to examination might generally have been avoided, judging by the way in which the inspection of these schools is managed elsewhere. The difficulty of seeing and examining *all* the schools is, however, very great, considering the shortness of the time and the numbers of boys, and the various distances of the schools; and I do not expect that *all* ever can be thoroughly examined, and am aware, too, that both teachers and boys incur great hardships in the effort to be present. Some of the former, knowing that absence from the Examination counts against them, have been known to borrow money for the conveyance of their boys to an Inspector's camp.

77. "It is a great pity that we have lost such a month as April, and have the "time of our inspection this year reduced by thirty days. However, all the Aided and "Anglo-Vernacular Schools, all the Tahsili Schools except one (across the Soane, in the "southern part of the Mirzapore jungles,) and more than two-thirds of the Halqabandi "Schools, have been systematically inspected and closely and individually examined by "me or the Joint Inspector personally. The reason why so many of the Halqabandi "Schools could not be examined is simply this,—that many of them have been opened "after our leaving the district to inspect other parts of the Circle, and many more were "found closed on the day of Examination on account of the absence of the teacher, either "gone on leave, or to receive his salary in the Tahsildari, or being severely sick. Many "of the teachers could not bring their boys, because, through the mismanagement of "the Post-Office, or through the carelessness of the Deputy Inspectors or Sub-Deputy "Inspectors, the notice did not reach them in due time; and the loss of one entire "month by the official year being made to expire on the 31st of March left at our dis-"posal a shorter period for inspection than in the year preceding; but Babu Siva Pra-"sad, the Joint Inspector, is still at Allahabad, and many of the remaining schools will "be inspected and examined during the ensuing hot and rainy seasons."

78. The following tables for both Tahsili and Halqabandi Schools summarise the results of Examinations, but not in the form prescribed. They are, however, sufficiently descriptive in their way. It appears that only 71 per cent. of the boys at Tahsili Schools were present at Examination, and only 56 per cent. at Halqabandi Schools. From various causes, chiefly the distances the schools have to assemble from, the latter figure, though too low, is intelligible; but, as Tahsili Schools are examined one by one at the Tahsil stations, the reason that 29 per cent. of the boys were away should have been stated. The proportion of prizes given in Tahsili Schools will be seen to be much larger than that in Halqabandi Schools.

Statement showing the Result of Examinations in Tahsili Schools in the 3rd Circle, Department Public Instruction, N. W. Provinces, for the year 1867-68.

Number.	Districts.	Number of Tahsili Schools.	Number of boys on the Registers.	Present at Examination.	Number of schools not examined.	Number of boys in each class.							Number of prizes obtained in each class.							Total number of prizes.
						1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	1st.	2nd.	3rd.	4th.	5th	6th.	7th.	
1	Allahabad, ...	6	366	279	...	26	17	7	35	61	49	84	128	74	24	95	108	31	57	517
2	Azimgarh, ...	9	595	332	...	18	28	33	52	66	65	70	42	62	54	57	42	38	56	351
3	Banda, ...	8	483	330	...	4	7	18	38	44	72	147	...	22	40	61	72	76	113	384
4	Benares and	4	240	167	1	2	6	17	27	39	18	58	...	14	30	31	46	27	39	187
5	Mirzapore, ...																			
6	Futtehpore, ...	4	360	258	...	6	7	12	23	29	52	129	27	24	25	57	59	38	89	319
7	Ghazipore, ...	5	296	195	...	8	8	9	22	40	42	66	3	2	2	1	1	1	1	11
8	Goruckpore and	10	1,307	1,028	...	11	25	37	86	127	153	589	29	25	49	90	79	68	47	387
9	Bustee, ...																			
10	Jounpore, ...	6	379	273	...	3	14	19	45	53	60	79	2	7	5	12	4	6	...	36
	Total, ...	53	4,026	2,862	1	78	112	152	328	459	511	1,222	231	230	229	404	411	285	402	2,192

Statement showing the Result of Examination in Halqabandi Schools in the 3rd Circle, Department Public Instruction, N. W. Provinces, for the year 1867-68.

Number.	Districts.	Number of Halqabandi Schools.	Number of boys on the Registers.	Present at Examination.	Number of schools not examined.	Number of boys in each class.							Number of prizes obtained in each class.							Total number of prizes.
						1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
1	Allahabad, ...	61	2,091	1,159	22	4	50	88	202	236	254	325	...	69	197	325	581	282	105	1,559
2	Azimgurh, ...	126	2,886	1,760	26	...	15	76	202	424	472	571	15	127	194	297	202	94	107	1,036
3	Banda, ...	113	2,451	990	67	...	9	30	179	270	256	254	...	18	62	239	173	190	252	934
4	Benares and	85	2,593	1,581	79	...	15	61	222	315	365	603	...	14	72	91	128	152	295	752
5	Mirzapore, ...																			
6	Futtehpore, ...	42	1,392	756	46	...	11	39	90	182	168	266	...	11	93	91	80	128	95	498
7	Ghazipore, ...	62	1,523	1,014	18	4	22	36	144	198	223	387	3	2	2	1	1	1	1	11
8	Gorukhpore and	252	9,563	5,532	139	3	21	101	421	843	1,340	2,803	3	17	72	247	380	398	108	1,225
9	Bustee, ...																			
10	Jounpore, ...	82	2,382	1,147	8	3	12	75	178	261	253	365	...	11	26	58	30	8	4	137
	Total, ...	823	24,881	13,947	405	14	155	506	1,638	2,729	3,331	5,574	21	269	718	1,349	1,575	1,253	967	6,152

Lower Schools in Ajmere.

79. The Inspector, Mr. Goulding, reports :—

" In recording the progress popular education has made during the year just ex-
" pired, the fresh stimulus the new school-houses have communicated deserves promi-
" nent mention. With their erection, indeed, the whole system of instruction may be
" said to have been re-organized; the number of pupils has increased; greater order
" and method are attainable, and more hearty sympathy and respect accorded the Pun-
" dits by the village people, except when their own indolence interferes to deprive them
" of such consideration. The Inspector, moreover, was enabled in his last tour to point
" to the new structures with confidence, as indicative of the earnest solicitude of Gov-
" ernment for the enlightenment of the people; and altogether to assume a higher tone,
" insisting upon larger fees and a more close compliance with rules than he could well
" do under circumstances which, whatever the force of the arguments urged, always
" militated against implicit faith in them on the part of the hearers.

" The houses—which are pueka, flat-roofed buildings, consisting of one well-venti-
" lated room, 25 feet long by 14 feet broad—are conspicuous objects in the villages, and
" visible from miles around, to which distance their influence will no doubt soon ex-
" tend."

80. I have before mentioned the value of a well-built school-house as an aid to character and permanency. The above report of the effect produced by the judicious outlay sanctioned last year is another illustration. The attendance in the schools of this territory is bad, and can be improved by slow degrees only. The Inspector says :—

" The desultory attendance of the pupils at the Village Schools remains one subject
" of regret, and for it no adequate remedy has yet been found. If, however, it involved
" a protracted struggle and much unpopularity for a time at Ajmere to bring unrea-
" soning parents to relinguish the claims of usage and conform to discipline, the apathy
" of a village Pundit, whose sympathies in all such matters must be with the people,
" will occasion small surprise."

81. The following list has been furnished by the Inspector. I observe that the column of average attendance is incorrectly given. In some of the schools the average attendance exceeds the number on the rolls, which would show that the registers are not properly kept; and an inquiry has been made on this point from the Inspector. In the schools under the Deputy Commissioner there is no difference in the entries, the inference from which is that no registers are kept. This has been inquired into.

Name of Schools.		Number on the Rolls.	Average attendance	Remarks
Schools under the Inspector.				
Pushkar,	...	104	79	24 girls and 12 widows are here included.
Gobindgarh,	...	29	33	
Pisangun,	...	57	58	
Bhanwata,	...	47	30	17 girls included.
Jethana,	...	19	15	
Rajgarh,	...	33	32	
Sreenagar,	...	65	58	
Ramsur,	...	28	25	
Junea,	...	28	31	
Baghera,	...	39	30	
Deogaon,	...	34	27	
Kekri,	...	40	43	
Sawur,	...	40	35	
Deolia,	...	16	10	
Khadera,	...	14	7	
Bandunwara,	...	29	23	
Karail,	...	28	31	
Total,	...	650	567	87 per cent

Name of Schools.		Number on the Rolls.	Average attendance.	Remarks.
Deputy Commissioner's Schools.				
Dilwasa,	...	19	19	
Shamgurh,	...	14	14	
Kabra,	...	21	21	
Kote Kirana,	...	21	21	
Bali,	...	16	16	
Bara Khera,	...	21	21	
Dawair,	...	27	27	
Bearar,	...	22	22	
Mundla,	...	31	31	
Kachbali,	...	16	16	
Sarote,	...	17	17	
Rawutmal,	...	25	25	
Athone,	...	22	22	
Total,	...	272	272	
Grand Total,	...	922	839	

82. In commenting upon the education of the young Thákurs of this part of the country, especially with reference to the promising lad whom the Deputy Commissioner has placed at school in Ajmere, the Inspector inveighs against the baneful influence of the *kámdárs* in thwarting attempts to reform the habits of the class. This is probably well known to the Government, and is a species of opposition which indirect measures only, such as the residence at Ajmere of the young chief named, can overcome. In speaking of this Mr. Goulding remarks :—

" The effect upon an untutored mind of the nauseating adulation the following " specimen of native composition embodies may easily be calculated. It is a translation, " *verbatim*, of a petition addressed to the young Thákur of Mussoodah, a pupil in the " Ajmere School, by one of his *kámdárs*, whose self-abasement is only surpassed by " his matchless faculty for intrigue :—

" ' To the great, great, one hundred and eight times great, great, the Benefactor : " ' the petition of Munshi Chumpa Lall, your servant, who acts according to your " ' orders.—You are our master—the deity himself—the sun. You are greater than " ' all I can compare you to. Show more favor than you have hitherto shewn to your " ' servant. Pray command your servants to look to your food and drink. God will " ' protect you, but it is mine to urge this. Your servant's heart turns to your lotus- " ' like feet night and day. God will then soon gratify me with a sight of you. Direct " ' some one to communicate glad tidings of yourself to me. You are lord.' "

83. There are, as shown above, 17 schools under the Inspector, separate accounts of his visit to each being supplied in that Officer's Report. He estimates their general condition in the following classification :—

State of Schools at time of Inspector's visit.

	Instruction.							Progress.			
Number of schools.	Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Improved.	Slightly improved.	Not improved.	Fallen off.
17	...	3	5	...	6	1	2	9	5	2	1

84. *Lower Schools in Kumaon and Gurhwal.*—Major Smyth's Report is more favorable this year than last : he notices that the average attendance has increased, and that the number of boys in the upper classes is greater than he has before known

ɔt to be. He has adopted a progress statement similar to the form used in the major Circles, which is given below. He says:—

"KUMAON TAHSILI SCHOOLS.

"I have inspected all of these (excepting four Bhootiah Schools) during the year. "There are 23, to 20 last year. A glance at the accompanying tables (A. &. B.) will "show that as regards attendance they are all in a satisfactory state, those four ex-"cepted, which I have found it advisable to close. In their place I have since 1st "April opened others in more favorable neighbourhoods.

"The number on the rolls has slightly decreased, although there are three more "schools than there were last year, but the average attendance has very much increased. "The state of discipline of most of the schools is just now more satisfactory than "it has ever been, and there are a greater number of boys in the senior classes than "I have ever found before.

GURHWAL TAHSILI SCHOOLS.

"I have visited all the Gurhwal Tahsili Schools during the year. With the ex-"ception of Srinugur, Syndhar, and Gumsali, the boys are not so well managed, or so "far advanced, as in the Kumaon Schools. I am, however, glad to notice some im-"provement since last year."

A.

Number	Names of Zillah and Schools.	No. of School.	State of the School at the time of the Inspector's visit, as it regards: Instruction. Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Progress since last year: Improved.	Slightly improved.	Not improved.	Fallen off.	Remarks.
	KUMAON.													
1	Dwarahat, ...	1	0	1	0	0	0	0	0	1	0	0	0	
2	Deghat, ...	1	0	1	0	0	0	0	0	1	0	0	0	
3	Gunaien, ...	1	0	1	0	0	0	0	0	0	1	0	0	
4	Siyalde, ...	1	1	0	0	0	0	0	0	0	0	1	0	
5	Mansee, ...	1	1	0	0	0	0	0	0	0	0	1	0	
6	Jalurce, ...	1	0	1	0	0	0	0	0	0	1	0	0	
7	Bugwalee Pokhir, ...	1	0	0	1	0	0	0	0	0	0	1	0	
8	Humalbagh, ...	1	0	0	0	1	0	0	0	0	0	0	1	
9	Loohaghat, ...	1	0	0	1	0	0	0	0	0	0	1	0	
10	Chumphawut, ...	1	0	0	0	1	0	0	0	0	1	0	0	
11	Pithoragurh, ...	1	0	1	0	0	0	0	0	0	1	0	0	
12	Seera, ...	1	0	0	1	0	0	0	0	0	1	0	0	Bhootiah Schools Changed.
13	Darma, ...	1	0	0	0	0	0	0	1	0	0	0	1	
14	Biyans, ...	1	0	0	0	1	0	0	0	0	0	0	1	
15	Milum, ...	1	1	0	0	0	0	0	0	0	0	1	0	
16	Murtolec, ...	1	0	0	0	1	0	0	0	0	0	0	1	Changed.
17	Gungolee, ...	1	0	0	0	0	0	0	1	0	0	0	1	
18	Someshwur, ...	1	0	1	0	0	0	0	0	0	1	0	0	
19	Goldeo, ...	1	0	0	1	0	0	0	0	0	1	0	0	Changed.
20	Bainskhet, ...	1	0	0	0	0	0	1	0	0	0	0	1	
21	Chowpukhiya, ...	1	0	1	0	0	0	0	0	1	0	0	0	Changed.
22	Munsaree, ...	1	0	0	0	0	0	1	0	New Schools—have only been once inspected.				
23	Chumdeol, ...	1	0	1	0	0	0	0	0					
	Total, ...	23	3	8	4	4	0	2	2	3	7	5	6	
	GURHWAL.													
1	Sreenuggur, ...	1	1	0	0	0	0	0	0	1	0	0	0	Made over to Gurhwal Mission.
2	Pokhuree, ...	1	0	0	0	0	1	0	0	0	0	0	1	
3	Pokhura, ...	1	0	0	0	1	0	0	0	0	0	0	1	
4	Saindhar, ...	1	1	0	0	0	0	0	0	1	0	0	0	
5	Kunnee, ...	1	0	0	0	0	1	0	0	0	0	0	1	
6	Mana, ...	1	0	1	0	0	0	0	0	0	0	1	0	Bhootiah School, made Halqabandi with Josheemuth.
7	Punaien, ...	1	0	0	0	1	0	0	0	0	0	0	1	
8	Gumsalee, ...	1	0	1	0	0	0	0	0	0	1	0	0	
9	Bamsoo, ...	1	0	1	0	0	0	0	0	0	1	0	0	Bhootia School.
10	Josheemuth, ...	1	0	0	0	0	1	0	0	0	0	0	1	
11	Naithana, ...	1	0	0	1	0	0	0	0	0	0	0	1	Made Halqaband with Mana.
12	Lohuba, ...	1	0	0	1	0	0	0	0	0	0	0	1	
13	Palee, ...	1	0	1	0	0	0	0	0	1	0	0	0	
14	Buchhelee, ...	1	0	0	1	0	0	0	0	0	1	0	0	
15	Nugur, ...	1	0	0	1	0	0	0	0	0	1	0	0	
	Total, ...	15	2	4	4	2	3	0	0	3	4	1	7	

B.

Statement showing State of the Schools this year, as compared with that of last year.

KUMAON TAHSILI SCHOOL.

Year.	No. of Schools.	No. on Rolls.	Average Attendance.	Cost of each pupil.	Percentage of Attendance.	Remarks.
				Rs. As. P.		
1865-66, ...	20	1,473	773	3 3 2	53·16	
1866-67, ...	23	1,432	939	2 13 10	65·57	
Difference, ...	Increase. 3	Decrease. 41	Increase. 166	Decrease. 0 5 4	Increase. 12·41	
GURHWAL TAHSILI SCHOOL.						
1865-66, ...	15	788	533	4 7 5	67·64	
1866-67, ...	15	819	529	3 14 11	64·59	
Difference, ...	...	Increase. 31	Decrease. 4	Decrease. 0 8 6	Decrease. 3·05	
HALQABUNDI SCHOOLS, GURHWAL.						
1865-66, ...	41	1,365	841	3 9 3	61·71	
1866-67, ...	41	1,412	947	3 3 9	67·07	
Difference, ...	...	Increase. 47	Increase. 106	Decrease. 0 5 6	Increase. 5·36	

85. On the schools registered under the last of the three Schedules just given the Inspector reports as follows :—

Gurhwal Halqabandi Schools.—" I have personally inspected 24 of these, and the " remaining 17 have been visited by my Deputy Inspector. They are on the whole in " a better state than last year. The arrangement and discipline has improved, and " much progress has been made in the south of the district, which is the more thickly " inhabited part. The schools in the northern and colder parts of Gurhwal are for the " most part in bad order. This applies also to Tahsili Schools. A glance at Table " B. will show you an increase of ' on the rolls,' and a great increase in 'average at- " tendance.' One proof that these schools are gaining in popularity is that I have " many more applications than formerly to establish new ones. But as all the people " contribute to the Halqabandi Cess, we have to fix our localities according to the " amount of revenue derived from surrounding villages, and are therefore in many " instances obliged to have a school where it is not much wanted, while a more favora- " ble neighbourhood is left without one.

86. " There is just now much distress, amounting to famine, in many parts of " the Province, which has had an injurious effect on the schools, of which I should " have been otherwise able to speak even more favorably than I have done.

" *Instruction of Pundits.*—Between 15th June and 15th September last, all the " Halqabandi Schools were closed and a temporary Normal School formed at a central " point of the district, for the instruction of all the Pundits. The school was on the " whole successful."

87. Finally, Major Smyth acknowledges the great assistance he has received from Mr. D. M. Gardner, Assistant Commissioner in Gurhwal, to whom my thanks are due.

(4.) FEMALE SCHOOLS.

88. *1st Circle.*—The Officiating Inspector reports a decrease of 22 schools and 593 girls in the year under review. He fails to account for this, and offers no opinion as to the work done by the schools generally. The largest diminution appears in Aligarh, and, having visited that district lately, I find the reason here is that some of the schools had been supported experimentally on the Halqabandi Funds, and that this means of maintenance had been withdrawn. I do not advocate the support of Girls' as well as Boys' Schools from these funds, simply because they are insufficient; but there seems to be no reason to regard expenditure on female education from this source as illegitimate. The principle of expenditure is the benefit of the agricultural class.

89. This is the Officiating Inspector's Report :—

" Upon schools of this class I should not like to express any decided opinion—not " only because as a rule I have refrained from visiting them, but because the project has " been tested too short a time for us to rely upon the indications given of progress or " the contrary. While, on the one hand, some Deputy Inspectors consider that they are " deteriorating, others state that women who were formerly persuaded that it was a dis- " grace to become teachers are now coming forward for employment. The recent order " of the Government of India that no new schools should be opened except upon the " grant-in-aid principle will in a few years show clearly whether the people like the idea, " or are determined to cling to the old order of things.

90. " The accompanying statement gives a comparative view of these schools dur- " ing the year 1865-66 and 1866-67 :—

District.	*In* 1865-66.		*In* 1866-67.		*Decrease or Increase.*		Average daily attendance.
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	
Aligarh, ...	50	1,012	39	757	−11	−255	668
Boolundshahr, ...	11	268	12	201	+ 1	− 67	205
Meerut, ...	22	534	15	331	− 7	−203	306
Moozafurnagar, ...	7	94	6	74	− 1	− 20	78
Saharunpore, ...	18	293	15	276	− 3	− 17	245
Dehra Dun, ...	2	42	2	35	...	− 7	28
Bareilly, ...	5	83	4	84	− 1	+ 1	76
Bijnour, ...	2	54	3	47	+ 1	− 7	44
Budaon, ...	14	267	13	200	− 1	− 67	149
Moradabad, ...	7	125	6	111	− 1	− 14	81
Shahjehanpore, ...	20	406	21	469	+ 1	+ 63	347
Total, ...	158	3,178	136	2,585	−22	−593	2,227

91. The tone of Mr. Deighton's brief Report on Female Schools in the first Circle above-quoted is not that of an official who takes any great interest in the movement; and this is the more to be regretted as subordinate native officials invariably take the cue from their superior. I remark further that, although the order of the Government of India No. 185, dated January 18th, 1867, sanctioned the establishment at Aligarh of an elementary Training School for Mistresses, such as has been found practicable of institution at Agra, no mention of the subject occurs in the Officiating Inspector's Report. An enquiry on this point has been made.

92. *2nd Circle.*—Dr. Anderson's Report is, on the other hand, encouraging and hopeful. With the same drawbacks in existence, he is able to report that the number of schools might be easily increased, that the instruction is improved and improving, and that great good is effected. I give his remarks *in extenso* :—

" There is as yet no Female School within this Circle where English is taught. It " is intended, however, to be introduced in the Suth Subha Schools; and the English " alphabet, as well as the Nagri and Persian, will be used in the Government Training " School when proper Assistant Mistresses can be found.

93. "Last year the number of Female Schools was 225, with 4,000 scholars;—"this year it amounted to 243, with 4,429, or, by the latest returns, 237, with 4,521. "These numbers would have been greatly larger had not a severe check been given to "the establishment of new schools, and to the support of several that were already in "existence, by the withholding of a Government grant, and by the failure of the Local "Funds in the zillahs in which they were most in request. In Muthra, but especially "in Furakhabad and Cawnpore, sanction had to be refused in upwards of 20 cases, and "in the latter zillah more than 30 had to be abolished, in order to equalize the income "and expenditure for Boys' Schools.

94. "I have before sought to prevent this obstacle to the spread of female educa-"tion by asking for an additional grant beyond that for schools already in operation, "and embracing all now of necessity placed on the Local Funds; but hitherto without "success. Were this allowed—were funds at disposal, on proper conditions—50 schools "might be added in the course of a month, and the whole number of pupils doubled "during the year. It is doubtless proper to exercise caution in a matter so opposed in "general to native habits and prejudices, and so exposed to deception and pretence; but "in this we are by no means equal to the real wishes and opinions of a large class of "natives themselves; nor are our fears of being practised upon, as formerly, and as to "some degree exceptionally occurs still, at all warranted by the experience of those who "take the trouble personally to inspect a large number of these schools. Nothing can "be more absurd than the ridicule and suspicion thrown upon them by those who have "little or no experimental acquaintance with the matter. Even certain classes of natives "themselves are not to be listened to, for, out of their own caste or circle, I have found "them nearly as profoundly ignorant of what was thought or done by their country-"men as any European. It is true that when the zemindars take no interest, or dis-"favor the schools, they, too, generally fail; but I have visited upwards of 100 of them "even this year, and do not remember a case where the zemindars did not show much "interest, or where they refuse to assist in discovering what pupils were behind the "*purdah*, and whether they received assistance or prompting, or not. On not a few "occasions they have earnestly petitioned for a Female School to their village, and "offered their relations to be trained as Mistresses.

95. "On the whole, these schools are in a much better state than last year, and "are fast establishing themselves in the liking, interests, and habits of the villagers. "If the heads of Government could have witnessed, as I have done, the civilizing effects "of only a twelve-months' instruction on the awkward, senseless, and indolent appear-"ance of the girls in some of them, it would no doubt redouble their interest in the "spread of female education.

96. "It is, indeed, easy to find many defects in their present condition, and to "compare them disadvantageously with those of longer standing, and situated in larger "towns and among a richer population. They are all, except about 30, but of two years' "growth, and the girls generally belong to very poor, though respectable, parents. "Much has been done in a short time to overcome native prejudice, and lay the founda-"tion of an honest system of female instruction; and if ordinary care is taken, most of "the zemindars will accept it for their daughters, as they now do that of the Halqa-"bandi Schools for their sons—the effects of which cannot be otherwise than highly "beneficial on native society.

97. "About 236 of the girls can read, write, and cypher fairly; but only 27 have "made much progress in learning the use of the map. Female work is done in many "of these, but the Inspector can have little confidence in the genuineness of much of it, "as the majority of teachers are old men, and it is necessarily performed at home.

98. "The pains taken last year to remove and discountenance all attempts at "fraud or imposition have borne fruit in this—much less of it being everywhere appa-"rent. Irregular attendance, however, is still too common, and beginners in the First "Class seem too generally left to themselves, and neglected by their teachers. It were "well that a part of the teachers' pay depended on the number of girls who at the time "of examination were found to be passable in certain subjects.

99. "I cannot help noticing, in conclusion, that the girls in the villages where "the majority of these schools are situated would have been subject to infanticide, "instead of instruction, about fifteen years ago (see *Selections from the Records of "Government, N. W. Provinces*, Vol. I.); and that, if the schools effect nothing else, "they will instill a higher sense of the value of female life. After repeated enquiries "at the Police and local Inspectors, I do not find that instances of this crime occur "now in these districts; but if the reports of some Pundits were sufficiently trust-"worthy, it is not yet altogether unknown."

Summary Results of the Inspection of Female Schools during the year 1866-67.

Name of Zillah.	No. of Schools	Schools not examined.	On the Register	Present at Examination	No. of Girls in each Class				State of Schools at the time of the Inspector's visit, as regards																																		No of Schools taught by		
									Inspection.							*Discipline.*							*Appurtenance*						*Progress since last year.*						*State of school-house.*									
					1.	2.	3	4.	Very good	Good.	Fair	Middling.	Inferior.	Bad.	Very bad.	Excellent.	Careful.	According to rule.	Passable.	Not according to rule.	Careless.	Very reprehensible	Redundant.	Complete.	Sufficient.	Adequate	Insufficient.	Defective.	Destitute.	Improved	Slightly better	Not improved.	Fallen off	Greatly worse	New or not examined	Superior.	Good.	In repair.	Serviceable.	Requires repairs.	Unsuitable.	Another of school new required	Men.	Women.	Vacant
Agra, ...	108	...	2,077	1,622	1,443	165	14	...	..	4	17	34	42	10	1	...	1	10	30	57	10	...	...	...	44	2	44	6	12	29	24	16	10	...	29	...	8	1	83	...	15	1			
Muthra, ...	16	12	385	60	48	10	2	...	...	...	1	2	1	...	..	...	...	...	4	...	...	...	...	...	1	...	3	...	...	1	1	...	1	...	1	...	1	...	2	...	1	...			
Mynpoorie, ...	54	44	1,031	167	154	13	...	...	...	...	...	7	3	...	...	...	...	...	4	6	...	...	...	..	3	...	6	1	...	2	2	2	...	...	4	..	...	...	10	...	...	...			
Etah, ...	12	9	284	58	51	7	...	...	...	...	...	1	1	1	...	...	...	...	2	1	...	...	..	..	1	...	1	...	1	...	...	...	1	...	2	...	..	1	1	...	1	...			
Furrackabad, ...	12	...	235	165	165	...	...	...	...	...	1	1	6	4	...	...	...	...	..	6	6	...	...	..	12	..	...	...	...	1	...	3	4	...	4	...	9	...	...	...	3	...			
Etawah, ...	6	5	90	14	14	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...	..	...	...	...	1	...	...	...	...	1	...	...	...	..	..	...	1	...	...	...	..	...			
Cawnpore, ...	24	11	376	161	142	19	...	...	...	...	5	2	4	2	...	...	...	5	1	7	...	...	...	...	12	...	1	..	...	5	8	...	.	...	...	..	11	...	1	...	1	...			
Humeerpore, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...			
Jaloun, ...	3	...	51	47	41	6	...	...	...	...	1	1	1	...	...	...	...	1	...	1	1	...	...	...	1	...	1	...	1	1	2	..	...	...	...	...	1	...	2	...	...	...			
Jhansie, ...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
Lullutpore, ...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...			
Total, ...	235	81	4,529	2,294	2,058	220	16	...	...	4	26	48	58	17	1	...	1	16	42	78	17	...	...	...	75	2	56	7	14	40	37	21	16	...	40	...	31	2	99	...	21	1			

3RD CIRCLE.

100. The following is a comparative list of the Girls' Schools in operation here, which shows an increase during the year of 8 schools and 314 scholars. I am not inclined to place much reliance upon the figures, but there is no need to assume that nothing satisfactory has been achieved in the establishment of so many schools;—on the contrary, the beginning is prosperous. The question of inspection troubles the Inspector a good deal, and he has made a suggestion which may be feasible in other places besides Benares—it is the appointment of an European Inspectress. The matter will be considered fully, and made the subject of a future reference. Mr. Griffith introduces the subject as follows:—

Districts.	1865-66.		1866-67.	
	Schools.	Scholars.	Schools.	Scholars.
Allahabad, ...	5	71	8	110
Azimgarh, ...	0	0	10	115
Banda, ...	6	75	7	92
Benares, ...	9	157	11	174
Bustee, ...	10	174	10	216
Futtehpore, ...	9	93	10	115
Ghazipore, ...	14	255	9	267
Goruckpore, ...	15	294	10	278
Jounpore, ...	13	168	10	163
Mirzapore, ...	6	117	10	188
Total, ...	87	1,404	95	1,718

101. "The inspection of the Girls' Schools is on a most unsatisfactory footing. "As a rule, neither I nor the Joint Inspector examine them. The Sub-Deputy "Inspectors also are prohibited from inspecting Girls' Schools, and they are entirely "left to the discretion of the Deputy Inspectors, to be managed with the concurrence of "the people. I cannot feel satisfied with the condition of those which are now in "existence, or inclined to do much towards their increase without the assistance of an "Inspectress. Seeing how unsuccessful Babu Siva Prasad, the Joint Inspector, has "hitherto been in his zealous search, I have given up the hope of ever finding a native "lady qualified for the work. I shall address you separately on the subject, and ask "you to obtain the sanction of the Government to employ a European lady as soon "as we hear from the persons with whom we are in communication. The difficulties "which have hithertofore militated against the appointment of an Inspectress of Schools "in this country are two: 1st,—women cannot travel alone; and 2nd,—fresh from Europe, they do not know the vernacular. As to the first difficulty, I think the Government might enable the Lady Inspector to travel about with her husband, if she is "married—the husband assisting the Deputy Inspectors in the examination of the "boys; and as to the second difficulty, we can hand over from time to time printed "questions to the Inspectress, and her duty will simply be to visit the Girls' Schools, to "count how many are present, to note their cleanliness and discipline, to examine "them in needlework where they learn, and to see them write with their own hands, "unassisted, answers to the above-mentioned questions. It will be easy for us to "judge by these answers in what state girls' education is, and what progress it makes. "The more the Inspectress learns (in time) of the vernacular, the less trouble we shall "have in constantly attending to those answers; and the Girls' Schools then, and "then only, can be said to have been brought to a firm footing."

FEMALE SCHOOLS IN THE MINOR CIRCLES.

102. *Ajmere.*—It will have been observed that 41 girls and 12 widows are included in the list of attendance at Boys' Schools (para. 81) This is a new feature in the returns, and shows that a beginning has been made; and now that special sanction for the establishment of ten Girls' Schools has been given by the Government of India, I hope that a further movement will be found possible. Mr. Goulding has already taken

judicious steps towards finding a supply of Mistresses, in the establishment of a sort of Normal Class at Pokur. He describes what has been done as follows :—

" The reputed sanctity of Pokur attracts many young widows to pass their days " there in dreamy indolence, or in the discharge of servile offices for the many votaries " who crowd there to perform their ablutions. The invitation to them to qualify for " higher duties has been accepted with an alacrity that shows how gratifying is the " prospect of independent means and a useful career. My acknowledgments are due to " Pundit Sheo Narain for the tact and judgment he has displayed in conducting this " delicate matter to its present stage; and I have not the smallest doubt that through " his agency all the uneasiness the novelty of the measure may have excited will quickly " vanish, and that we shall soon have a flourishing institution for the training of " Schoolmistresses. The Widows' Class contains at present ten young women from " respectable families, and the Girls,' 25 pupils, of whom 20 were examined by me—four " only being capable of reading and explaining passages; the rest showing little more " than a knowledge of the alphabet. At Bhanwata the Girls' School numbers 16 " pupils—many of them very interesting and sprightly children. They were examined " by me in the presence of their parents, who displayed a lively interest in their progress, " and appeared to be satisfied with the arrangements for their instruction. Several of " the children read with a remarkably clear pronunciation, and all preferred sewing " materials to toys, as rewards for their progress."

103. *Kumaon and Garhwal Circle*—The following is Major Smyth's account of what has been done for female education in Gurhwal, and the experiment is being carefully conducted. The means at the Inspector's command are Rs. 85 per mensem, which I applied for during the year, and which is now a sanctioned expenditure. Major Smyth says :—

104. " There are as present ten of these in Gurhwal, some of them very promis- " ing. I have inspected them all during the last three months. About 120 girls are " receiving instruction. No great progress has been made, but about 12 can read and " write. Two of these schools at Srinugur (one for the higher castes, the other for " lower classes, Doomries, &c.) I have made over to the Gurhwal Mission. I am now " opening a Female School among the Milum Bhootiahs, and have engaged a Pundit " on Rs. 8 a month, and another man, a Bhootiah, on Rs. 3—the latter to teach the " girls needlework and knitting. I hope to see this school in June, when I will report " separately on it. I also hope to open a Female School among the Byanse Bhootiahs, " and have engaged the most influential man in Byanse to teach them. In concert " with the District Officer of Gurhwal, I have engaged a man (Bissalmunie) who " from the begining has in his position of Putwari given every assistance to schools " in the district. He has always taken an interest in education, and has lately turned " his attention to Female Schools. He has given up his Putwariship for a year, and " receives Rs. 10 a month from the Halqabandi Cess Fund, and besides, 5 Rs. a month " and travelling allowance at 4 annas a day, out of the Rs. 85 a month granted by " Government from 1st April for female education in this circle. The eight Gurhwal " Girls' Schools have been made over to him. Whatever Girls' Schools I am able to " fix in Kumaon I will make over to the Deputy Inspector. Athough these schools " promise so well at the present time, I cannot say what may happen in the future. " I have mentioned several times in my reports how easily the hill people are im- " posed upon by designing persons, and I should not be surprised any day to see all " these Girls' Schools emptied, owing to some absurd report as to the intentions of " Government in establishing them. Should the schools, on the contrary, prove " a success, I think that Bissalmunie, who has given up his Putwariship, and by " whose influence with the people all these have been set going, should receive some " substantial reward for his services. In several instances one or two girls have been " found studying in Boys' Schools. Several of them have made considerable progress, " and two of them have become teachers under the Reverend J. Thoburn."

105. The progress of female education in these provinces has upon the whole been satisfactory, except in the 1st Circle, where a falling off has occurred which the officer in charge does not account for. The order of the Government of India, F. D. (Resolution No. 861, 7th June, 1866), prohibiting further direct expenditure upon Girls' Schools, has prevented my increasing the estimates under this head, and consequently I did not expect to be able to report a large increase; and, as remarked by the Inspector of the 2nd Circle, many schools, experimentally opened with a view of being afterwards placed on the regular list, have been closed. Local support cannot as yet be expected from natives in such a matter; they are only just becoming alive to the fact that there are and can be schools, and it will take some time yet for them to regard them as a necessity. The criterion laid down by Officiating Inspector of the 1st Circle (para. 89 above) is not a fair one;—the best plan, I am of opinion, would be to spend money on training and model schools chiefly and directly,—the former to be established at not less than *three* important centres in each major Circle, and the latter in all *sadr* stations. I think that in a few years the success of these schools would induce the desire to have others, and that subscriptions might be raised. Even supposing the desire was not thus expressed, the women trained in the Normal Schools would be useful as teachers in families of rank, and the movement would take thus a very desirable direction.

106. The specimens of needlework, hand-writing, &c., which were collected for exhibition at Agra in February last were very creditable to the schools generally. The Benares Circle work was the best, upon the whole.

(5) Normal Schools.

107. (1.) *Meerut.*—The school here is thus judiciously commented upon by the Officiating Inspector:—

"When examining this school yourself last year, you expressed an opinion that "it was not what a Normal School should be. The same thing may be said of it this "year; but I am not inclined to throw any blame upon the Head Master or his staff "of teachers;—on the contrary, the Examination lately passed before Mr. Constable and "myself shows that the classes have been carefully taught. The subjects taken up, if "not mastered, had been studied with industry; but they formed a small portion only "of the whole as laid down by you in your scheme of last year. That whole cannot, in "my opinion, be in any way reduced, and, on the other hand, I do not believe that it can "be got through in one year. Judging from what I have just seen of the pupils, there "are two, or perhaps three at the most, who when their time is up will gain a Tah-"sili *sanad*, and these are above the average in intelligence.

108. "(2.) The only remedy, then, is that the time of probation should be length-"ened, and two years is the shortest period that I should be inclined to allow. It is "not only the amount of knowledge gained, but the habits of order and discipline formed, "which we have to take into consideration in judging of a Normal School: and to "produce any lasting impression, one year seems much too short. Of course, by extend-"ing the term we shall increase the expenditure; but this is a matter of small import-"ance compared with the advantages we shall reap. If, however, the Government ob-"jects on such a ground, I would much rather see the number of pupils reduced to "half, who should retain their scholarships for two years, than continue the present "arrangement.

"(3.) And I may add that the difficulty of finding men likely to derive benefit "from the training of a Normal School, and at the same time willing to take advantage "of it, is so great that during the present year, despite the efforts of the Deputy In-"spectors, one-third of the scholarships has been vacant; and for the coming year, as "far as I can learn, we shall not have a larger number filled up.

109. "(4) The reluctance to enter the Normal School which at present shows itself "will very possibly, I admit, be increased by an extension of the term; but to neutralize "this, I would reduce the period for which they are now bound to serve as masters "from three to two years. The Department may in this way suffer, but the cause of "education will in the end gain by it.

110. "(5.) One other alteration I would propose: it is the removal of English "from the scheme of studies, and the substitution of a larger amount of Persian. My "objection to English is on two grounds—first, that the pupils when they become masters, "will not be required to teach it; secondly, that if they were required, it would be impos-"sible for men of such an age in so short a time to get more than the merest smattering "of the language. My reasons for thinking that Persian should be more largely re-"cognized in our schemes of study are stated in my Report upon Tahsili Schools.

111. "(6) During the past year 88 students obtained *sanads*—19 of the 1st "grade; 2nd, 23; and 3rd, 46.

"At present there are 90 studying in the school, of whom 38 are Musalmans, "52 Hindoos. Since June, 14 have been struck off the rolls—3 from sickness, 11 from "idleness or general unfitness.

112. "(7) In the general management of the school the Head Master is, as far as "I can judge, very successful. The school-house and the barracks are in good order, "and wear the appearance of having been carefully looked after. The grounds are "being planted with fruit and other trees, and in a year or two the place will be a very "pretty one. Athletic games have already been begun, and the Head Master tells me "the pupils would take to cricket if supplied with bats, balls, &c. For the next cold "season I hope to be able to make the necessary arrangements, by laying down a piece "of ground in the compound."

113. Undoubtedly a longer residence would be of advantage, and may perhaps be contrived; but there are many serious obstacles in the way, which arise from the peculiarities of native life. Every Schoolmaster is a married man, with a family either of children or of dependants, and to suppose that such persons can be hurried off at a moment's notice to a distant school (*e.g.*, from Shahjehanpore to Meerut) without distress and unwillingness, is absurd. To double the period of absence from their homes under these circumstances is harsh; and I don't think much can be done until the teachers are generally better paid, when the plea of poverty will have less force. Added to this, the actual amount of learning required in teachers in Vernacular Schools is not great, and a man's success depends chiefly on his local reputation and popularity, and not upon the accuracy and method of his teaching. This consideration makes it difficult to estimate the actual value of Training Schools, for no amount of training can make a teacher popular, and his accomplishments are thrown away if his upper classes are not filled. Indeed, aware as I am that the teachers neglect the large lower for the small upper classes, it has been a doubt with me sometimes whether it is wise to make the training given in our Normal Schools anything but most elementary, and thus, as it were, disable our teachers from following this most pernicious practice.

114. The appointment of an English Teacher in these schools arose from the expressed wishes of the masters and pupils three years ago. The Inspector of the 2nd Circle takes a more encouraging view of the utility of such a teacher in the following terms.—

"I may state that the English Classes, though the progress be indifferent and the "subject not necessary to immediate practice, have proved so attractive as to lead not a

"few to enter the institution for their sake alone, and, with a bare knowledge of the "elements at departure, to cultivate the language at home, and become the promoters, "instead of, as formerly, the opposers, of English Schools in their respective districts."

116. (2.) *The Agra Normal School.*—Changes in the Head Mastership of this school have perhaps operated unfavorably on the year's results. In contrast with the opinions expressed in the previous paras., Dr. Anderson seems to have reduced the time of study to the old course of six months. As this has been done without my knowledge, an enquiry has been made.

The present Head Master, Mr. Harris, is commended by the Inspector for his energy in promoting the interests of the school.

116. The Inspector's general remarks are as follows :—

"*The Agra Normal School.*—This is the first year of several important changes :— "the entrance and dismissal of half the pupils every six, instead of every twelve, "months; the appointment of a new Head Master; with several other reforms which, "leading to a state of transition from new to old methods, affect for a while the pro- "ficiency of a school.

"These changes appear to me, however, to have shown, not that its real condition "is worse than before, but that its real defects have become more apparent, and that "inferior fitness, attainments, and performance will be no longer allowed to pass "muster as sufficient. I subjoin Mr. Harris's Report (see Appendix No. 4), and have "to recommend it to your notice for the increased fidelity and zeal to promote the in- "terests of the institution of which it gives promise.

117. "The results of my Examination for *sanads* in December last, though "better than that in June previous, was still low. Only *one* first Tahsili *sanad* could "be given, and 30 out of 58 got no *sanads*, but only certificates. The chief subjects of "failure were not only in Urdu, English, Algebra, and Geometry, but also in the simpler "exercises of correct writing from dictation, in Arithmetic, and in the written expla- "nations of the meaning and contents of parts of their class-books. A rather interest- "ing examination of their ability to teach showed results not always favorable to "those who had been teachers before, nor even to those whose knowledge of the "subject was best, but to a natural aptitude or pedantic spirit."

118. "*Normal Schools in Ajmere, Almorah, and Etawah.*—The Normal Class at "Ajmere seems to have been rendered somewhat unnecessary by the possibility of "getting teachers from Agra, recently manifested. The class contained 14 youths, "some of whom lived on the school premises. Mr. Goulding is of opinion that it will "still be useful for the supply of pupil-teachers."

119. Of the *Almorah School*, Major Smith says :—"This is now (and has "always been) in a very satisfactory state, and deservedly popular, and this reflects "great credit on the teacher, Nunnoo Mul." The expenditure on this school admits of the maintenance of only 4 pupil-teachers, at Rs. 4; but the Inspector hopes to add to his resources by the transference of a sum now spent at Srinagar, without direct appeal to the Government.

120. The Normal Classes held in Etawah School have relieved the Agra School of many students from Bundelkhand. There were forty-one in all, of whom 11 came from Etawah, 9 from Humeerpore, 15 from Jhansie, and 6 from Jaloun.

The classes will probably be moved to Cawnpore, which, being the head-quarters of the Assistant Inspector, will be a more suitable locality.

121. *The Female Normal Schools* at Agra and Futtehpore are doing their work quietly and well, in the opinion of the Inspectors. Dr. Anderson reports on the former :—

"The Female Training School was moved from Beri to Agra at the end of last "year, with 10 pupils. After a short stay in a rather unsuitable building at Gokalpoora, "better accommodation was found for it in the adjoining suburb of Loha-ki-Mundee. "At the usual Annual Examination the progress made after these changes was not very "satisfactory; but, having since visited it, I was glad to see that more active exertions "were making, and that the zeal of the District Sub-Inspector had increased, not in every "case unexceptionally, the number of pupils to nearly 30 (*sic.*) The *amokhta*, or "monthly progress, in each branch is sent regularly to this Office, and the whole is con-"ducted, as nearly as the case admits, like the Boys' Normal School. Eight girls passed "out as Mistresses last year, and five more expect to do so during this."

122. The rest of the Inspector's remarks are written apparently in defence of the school, and in explanation of the difficulties attendant upon its establishment. They need not be repeated here, for the latter are abundantly evident and acknowledged; and as to the condition of the school, two ladies who visited it at my request in February last gave me an account of what they saw, which was unsatisfactory in some respects, and an explanation had to be called for from the Inspector. I am now satisfied that improvements have been effected.

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123. Of that in the 3rd Circle Mr. Griffith says :—"The little experimental "Normal School for women established last year in the Futtehpore District is going on "satisfactorily. This year two teachers have been employed from this institution. "Measures have been taken to remove it to Benares, with a view to extend its opera-"tions."

SECTION V.—PRIVATE SCHOOLS UNDER INSPECTION.

124. *Summary.*

Description.	No.	No. on Rolls.	Average daily attendance.	Expense.	
				Imperial.	Local.
Colleges, ... / Schools, Higher Class, ...	4	1,275	1,100	18,455 4 0	43,852 11 5
Ditto, Middle Ditto, ...	121	11,456	9,534	85,548 0 7	92,714 11 4
Ditto, Lower (Aided), ...	47	3,269	2,574	14,883 0 0	16,012 5 11
Ditto, Ditto (Unaided), ...	5,071	58,168	51,391	1,142 4 2	2,38,848 8 9
Female Schools, ...	68	2,239	1,922	14,465 0 0	18,119 15 3
Normal Ditto, ...	2	87	77	2,475 0 0	6,658 3 10
Total, ...	5,313	76,494	66,598	1,36,968 8 9	4,16,206 8 6

In 1865-66 the expenditure on schools under this section was,—Imperial, Rs. 1,26,628-11-2; Local, Rs. 4,07,850-11-11.

125. The following table shows the names of the Aided Schools, and the grants paid, corresponding with the expense called "Imperial" in the above summary, but not including grants of a special character made to private schools and their managers during the year (these will be found registered in the Appendices to Report).

I.—Boys' Schools.

Number.	Institution.	Management	Place.	Grant per mensem. Rs.	As.	P.
1	St. John's College, ...	Church Missionary Society,	Agra, ...	550	0	0
2	Jay Narain's College, ...	" ...	Benares, ...	502	12	0
3	Anglo-Vernacular School,*...	" ...	Meerutt, ...	206	0	0
4	" ...	" ...	Muthra, ...	100	0	0
5	" ...	" ...	Chunar, ...	80	0	0
6	" ..	" ...	Azimgarh, ...	200	0	0
7	" * ...	" ...	Ghazipore ...	100	0	0
8	" * ...	" ...	Gorakhpore, ..	250	0	0
9	" ...	" ...	Jaunpore, ...	125	0	0
10	" ...	" ...	Allahabad, ...	60	0	0
11	Anglo-Vernacular (Parish School), ...	" ...	" ...	50	0	0
12	Orphanage,* ...	" ...	Secundra, ...	150	0	0
13	" ...	" ...	Benares, ...	80	0	0
14	Village School,* ...	" ...	(Cowiegunj) Bareilly, ...	30	0	0
15	" ...	" ...	(Aunfield) Dehra Doon,...	50	0	0
16	" ...	" ...	(Kankar Khera) Meerutt,	9	0	0
17	" ...	" ...	(Ikla) Meerutt, ...	5	0	0
18	" ...	" ...	(Zafrabad) Jaunpore, ...	25	0	0
19	" ...	" .	(City) Jaunpore, ...	25	0	0
20	Christ Church School, ...	Society for the Propagation of the Gospel, ...	Cawnpore, ...	300	0	0
21	Anglo-Vernacular School,*...	" ...	" ...	130	0	0
22	" ...	" ...	Roorkee, ...	80	0	0
23	Orphanage,*	" ...	Cawnpore, ...	150	0	0
24	Anglo-Vernacular School, ...	London Mission, ...	Mirzapore, ...	150	0	0
25	" ...	" ...	Almorah, ...	200	0	0
26	" * ...	American Presbyterian Mission, ...	Dehra, ...	100	0	0
27	" ...	" ...	Seharunpore, ...	150	0	0
28	" * ...	" ...	Farakhabad, ...	175	0	0
29	" ...	" ...	(Rekha) Ditto, ...	83	5	4
30	" ...	" ...	Mynpoori, ...	100	0	0
31	" ...	" ...	Rajpore, ...	50	0	0
32	" ...	" ...	Allahabad, ...	45	0	0
33	" ...	American Methodist Episcopalian Mission, ...	Bijnour, ...	80	0	0
34	" * ...	" ...	Moradabad. ...	80	0	0
35	" ...	" ...	Badaon, ...	50	0	0
36	" * ...	" ...	Shahjahanpore, ...	50	0	0
37	" ...	" ...	Nynee Tal, ...	70	0	0
38	" ...	" ...	Bareilly, ..	75	0	0
39	" ...	" ...	Kant, ...	30	0	0
40	" ...	" ...	Babukhera, ...	30	0	0
41	" ...	" ...	Sambhal, ...	80	0	0
42	" ...	" ...	Najibabad, ...	50	0	0
43	Orphanage,* ...	" ...	Shahjahanpore, ...	80	0	0
44	Four Village Schools, ...	" ...	Moradabad, ...	30	0	0
45	Anglo-Vernacular Schools,...	" ...	Nageena, ...	30	0	0
46	Four Anglo-Vernacular Schools, ...	" ...	Budaon, ...	15	0	0
47	St. Peter's College, ...	Roman Catholic, ...	Agra, ...	125	0	0
48	Cathedral School, ...	" ...	Ditto, ...	20	0	0
49	High School, ...	Diocesan Board of Education,	Allahabad, ...	500	0	0
50	Six Branch Schools,* ...	Municipal Committee, ...	Bareilly, ...	575	0	0
51	Victoria College, ...	Native Committee, ...	Agra, ...	500	0	0
52	Branch of Ditto, ...	" ...	Muttra, ...	50	0	0
53	" ...	" ...	Belungunj, ...	30	0	0
54	" ...	" ...	Gokulpora, ...	30	0	0
55	" ..	" ...	Cantonment, ...	50	0	0
56	Mofid Am School, ...	" ...	Agra, ...	140	0	0
57	Bengali Tola Preparatory School,* ...	" ...	Benares, ...	75	0	0
58	Subscription School, ...	" ...	Mirzapore, ...	250	0	0
59	Private School, ...	Chowdhri Umrao Singh, ...	Sherekote, ...	20	0	0
60	" ...	Raja Partap Singh, ...	Tajpore, ...	20	0	0
61	" ...	Raja Seoraj Singh, ...	Kashipore, ...	20	0	0
62	" ...	Hurmat Khan, ...	Pindrawal, ...	20	0	0
63	" ...	Maharaja of Benares, ...	Gyanpore, ...	50	0	0
64	" ...	" ...	Bhadrowli, ...	20	0	0
65	" ...	Umrat Singh, ...	Ajmere, ...	14	0	0
66	" ...	Dr. Whitall, ...	Mithiberi, ...	6	0	0
67	Subscription School, ...	Native Committee, ...	Beesulpore, ...	50	0	0
68	" ...	" ...	Moudha, ...	30	0	0
69	" ...	Department Public Instruction, ...	Moradabad, ...	250	0	0
70	" ...	" ...	Sherekote ...	20	0	0
71	" ...	" ...	Bulandshahr, ...	140	0	0
72	" ...	" ...	Rehar, ...	10	0	0
73	" ...	" ...	Hapur, ...	20	0	0
74	" ...	" ...	Sheregurh, Zillah Bijnore,	10	0	0
75	" ...	" ...	Gurhi, ...	10	0	0
76	" ...	" ...	Keerulpore, ...	10	0	0
77	" ...	" ...	Surjan Nagar, ...	10	0	0
78	" ...	" ...	Tajpore, ...	10	0	0
79	" ...	" ...	Porainl, ...	5	0	0
80	" ...	" ...	Tanda Afzal, ...	4	0	0
			Total, ...	8,155	1	4

II—Girls' Schools.

Number.	Institution.	Management.	Place.	Grant per mensem. Rs. As. P.
1	1 Girls' School, ...	Church Missionary Society,	Agra, ...	30 0 0
2	1 " ...	" ...	Benares, ...	130 0 0
3	1 " ...	" ...	Allahabad, ...	30 0 0
4	1 " ...	" ...	Azimgarh, ...	50 0 0
5	1 " ...	" ...	Meerutt, ...	25 0 0
6	1 " ...	London Mission, ...	Mirzapore, ...	50 0 0
7	1 " ...	American Presbyterian Mission, ...	Dehra, ...	30 0 0
8	20 " ...	" ...	Etawah, ...	100 0 0
9	1 " ...	" ...	Saharunpore, ...	10 0 0
10	1 " ...	American Methodist Episcopalian Mission, ...	Bareilly, ...	100 0 0
11	4 " ...	" ...	Moradabad, ...	50 0 0
12	1 " ...	Roman Catholic, ...	Agra, ...	100 0 0
13	1 " ...	Com Canning Protestant School, ...	Ditto, ...	350 0 0
14	30 " ...	Committee Sat Sabha, ...	Ditto, ...	220 0 0
15	6 " ...	Municipal Committee, ...	Budaon, ...	30 0 0
16	1 " ...	Baboo Kali Churan, ...	Bareilly, ...	10 0 0
			Total, Rs. ...	1,315 0 0
		III.—Normal Schools.		
1	Training School, ...	Church Missionary Society,	Benares, ...	200 0 0
2	" ...	" ...	Meerutt, ...	25 0 0
			Total, ...	225 0 0
			GRAND TOTAL, ...	9,695 1 4

126. With reference to the general condition of these schools I quote the following from my letter No. 210, dated 25th April, 1867, which recommended the renewal of the grants:—" All the schools, with one exception, have been examined during the year " by the Inspectors or Assistant Inspectors, and I have myself inspected schools where " a particular enquiry into progress or management seemed necessary ; and among such " cases I may mention the American Methodist Episcopalian Mission Schools at " Shahjahanpore, and the American Presbyterian Mission School at Mynpoori, the " grants to which were temporaily curtailed or suspended. The Inspector's Reports " on which this kind of action was taken were objected to as unfair by the manag- " ing bodies ; but I have satisfied myself that the state of these schools was beyond " all question deserving of condemnation, and the measures taken have already pro- " duced good results. I am happy to say that during the year now passed (1866-67) " the state of the Aided Schools has been almost universally one of sound progress and " improvement. The only exceptions to this are some of the American Methodist " Episcopalian Mission Schools in Moradabad and Bijnour."

127. There are *three* institutions only among them which send up as yet candidates for the Calcutta University Entrance Examination. Their names, and the results of the Examination for 1866, are given in the marginal schedule, whence it appears that, of 19 candidates, 7 passed, of whom one was in the 1st Division, three in the 2nd, and two in the 3rd.

Schools.	No. of Candidates.	PASSED. Division 1.	Division 2.	Division 3.	Total.
St. John's College, Agra, ...	6	1	2	0	3
Jay Narain's, Do , Benares,	4	0	0	1	1
Victoria Do., Agra, ...	9	0	1	1	2
Total, ...	19	1	3	2	7

128. *Sixteen* of the schools have been recommended for increased grants, amounting in the aggregate to Rs. 830 additional monthly, with special grants to the

extent of Rs. 3,084. Those whose grants have thus been recommended for increase are marked with an asterisk in the above list. Grant No. 39 has been recommended for withdrawal. Six new grants, to the amount of Rs. 451 monthly have, been recommended for allotment this year ; and other cases are under consideration.

129. The list following contains 83 schools entirely under the management of this Department, which are of the rank of Middle Class Schools, and, as *ipso facto* Government Schools should count in the schedule which heads Section No. IV., No. 3, but, being paid from the Grant-in-aid Fund, as schools created by subscription by the inhabitants, they are entered under Section V.

Last year the number of these schools was 47 only. The attendance is embodied in the Schedule at the head of Section.

Number.	Name of Institution.	Place.	Present grant per month.	Remarks.
			Rs.	
1	Anglo-Vernacular School,...	Saharanpore, ...	50	
2	" ...	Muzafarnagar, ...	50	
3	" ...	Meerutt, ...	50	
4	" ...	Bulandshahr, ...	50	
5	" ...	Amroha, ...	50	
6	" ...	Chundosi, ...	50	
7	" ...	Secundra Rao, ...	50	
8	" ...	Hathrass, ...	50	
9	" ...	Bijnour, ...	100	
10	" ...	Badaon, ...	100	
11	" ...	Sahaswan, ...	25	
12	" ...	Atrowli, ...	50	
13	" ...	Deobun, ...	25	
14	" ...	Jalalabad, ...	20	
15	" ...	Powain, ...	20	
16	" ...	Dasna, ...	10	
17	" ...	Burote, ...	25	
	2nd Circle, Department Public Instruction, N.-W. P.			
1	" ...	Cawnpore, ...	50	
2	" ...	Futtehpore Sicri, ...	50	
3	" ...	Dehrapore, ...	50	
4	" ...	Furakhabad, ...	50	
5	" ...	Calpi, ...	50	
6	" ...	Humerpore, ...	50	
7	" ...	Tajgunj, Zillah Agra, ...	25	
8	" ...	Etah, ...	25	
9	" ...	Akbarpore, ...	25	
10	" ...	Bithoor, ...	25	
11	" ...	Sagawan, Zillah Cawnpore,...	25	
12	" ...	Ferozabad, ...	25	
13	" ...	Narwal, ...	20	
14	" ...	Chibramow, ...	25	
15	" ...	Ghatumpore, ...	20	
16	" ...	Bilhoor, ...	15	
17	" ...	Etmadpore, ...	25	
18	" ...	Najafgarh, ...	15	
19	" ...	Sheoli, ...	15	
20	" ...	Chundowli, ...	15	
21	" ...	Oraee, ...	25	
22	" ...	Khanpore, ...	15	
23	" ...	Muthra, ...	50	
24	" ...	Bindrabun, ...	25	
25	" ...	Shekoabad, ...	15	
26	" ...	Mynpori, ...	50	
27	" ...	Bishengurh, ...	15	
28	" ...	Lalatpore, ...	25	
29	" ...	Phappoond, ...	15	
30	" ...	Russoolabad, ...	15	
31	" ...	Behar, Zillah Farakhabad,...	15	
32	" ...	Shumshabad, ...	15	
33	" ...	Futtehgurh, ...	15	
34	" ...	Tirwah, ...	15	
35	" ...	Jalalabad, ...	15	
36	" ...	Goorserai, ...	25	
37	" ...	Khamala, ...	15	
38	" ...	Kaimgunj, ...	15	
39	" ...	Sherajpore, ...	15	
40	" ...	Mow, Zillah Jhansie, ...	15	
41	" ...	Jaloun, ...	25	
42	" ...	Mahoba, ...	25	
43	" ...	Bhogaon, ...	14-8	
44	" ...	Sachendi, ...	15	

Number.	Name of Institution.	Place.	Present grant per month	Remarks.
	3rd Circle, Department Public Instruction, N.-W. P.		Rs.	
1	Anglo-Vernacular School,	Bullia, ...	25	
2	" ...	Gola Bazar, ...	25	
3	" ...	Rooderpore, ...	25	
4	" ...	Adulpora, ...	20	
5	" ...	Sikunderpore, ...	15	
6	" ...	Sekhur, ...	20	
7	" ...	Baraitha, ...	15	
8	" ...	Bejaipore, ...	20	
9	" ...	Kachoa, ...	20	
10	" ...	Futtehpore, ...	50	
11	" ...	Kora, ...	20	
12	" ...	Badan Mow, ...	15	
13	" ...	Huswa, ...	15	
14	" ...	Kote, ...	15	
15	" ...	Dhata, ...	15	
16	" ...	Permae, ...	15	
17	" ...	Huthgaon, ...	30	
18	" ...	Cannington, ...	130	
19	" ...	Phoolpore, ...	25	
20	" ...	Handia, ...	25	
21	" ...	Kara, ...	30	
22	" ...	Karchanna, ...	20	

130. Nearly all the above have been reported upon for His Honor's information, with a view to renewal, with exceptions, which are—(1) the cases of schools at *sadr* stations which now become Zillah Schools on a distinct and independent footing; and (2) schools which the Inspectors have not examined—these are Nos. 40, 41, 42, 43, and 44 in the II. Circle, and No. 22 in the III. Circle. Increase has been recommended in the case of Nos. 1 and 9 in the III Circle; and the same Circle claims new grants, aggregating Rs. 229 monthly, for 9 other schools, at which a subscription has been raised.

SECTION VI.—SCHOLARSHIPS.

131. The allotment of scholarships for 1867 was sanctioned to the extent noted in the margin—a column showing last year's figures being inserted for comparison. This allotment of scholarships is an expressive index of the relative tuitional strength and popularity of the institutions under examination—the awards being made solely and entirely on the percentage of marks gained in an Examination simultaneously conducted, without respect of College;—that is to say, a boy at Ajmere who gains 50 per cent. of the marks is entitled to the same scholarship as a boy at Benares in the same class, who gains the same percentage. From the above Schedule it will be remarked that the success of the Agra College during 1866 (scholarships for 1867 represent work done in 1866) is far beyond what it was in 1865. Bareilly College shows a falling off, and Ajmere likewise.

	1866.	1867.
Agra College, ...	1,788	3,264
Bareilly Do, ...	3,564	2,568
Benares Do, ...	4,512	5,532
Ditto, Sanskrit and Anglo-Sanskrit Dept.,	2,664	2,616
Ajmere School, ...	1,368	1,212
Etawah Do., ...	480	528
Aided Colleges, ...	1,008	624
Special prizes, ...	151	209
Total, Rs. ...	15,535	16,553

132. The amount recommended for disbursement in the form of scholarships of Rs. 3 to students from Tahsili Schools who pursue their studies at one of the Colleges is Rs. 4,644 for the year 1867, as per marginal statement, which also shews the

	1866.	1867
I. Circle, ...	33 } at Rs 3.	33 } at Rs. 3.
II Circle, ...	43	42
III Circle, ...	28	33
Kumaon Circle.	9	10
Ajmere, ...	10	11
Total, ...	Rs. 369	Rs. 387

corresponding allotment in 1866. This, added to the total of the marginal exhibit in the preceding para., makes the total scholarship assignment in 1867 Rs. 21,197.

133. In allotting scholarships to the students of the Colleges, the only guide is the result of the Calcutta University and the Departmental Examinations. The Syndicate of the Calcutta University pass students who gain over 30 per cent. of the full marks. I have taken the higher average of 35 per cent. as qualifying for a pass in the Department Examinations,—that is, as qualifying to hold, or continue holding, a scholarship. The following extract from my letter 1605, dated 18th February, 1867, to your address, is inserted here as explanatory of the general system of award under this head:—

134. "The allotment of scholarships to students in the upper institutions is "determined solely by merit, after a Paper Examination, held yearly in December, to "conduct which a Board of Examiners is appointed by His Honor. This Board con- "sists of Examiners in English, in Mathematics, in History, Geography, and Moral "Philosophy, and in Oriental tongues, according to the course of study prescribed by the "Calcutta University. This examination is uniform for all the Colleges and Col- "legiate Schools, and a report, with lists of marks, &c., is submitted to me by each Ex- "aminer; and these lists form the basis of allotments of scholarships for the year "succeeding that under report. It will thus be seen that the comparative progress of "the schools is easily ascertained, according to one definite standard of excellence, *viz.*, "that prescribed by the Calcutta University in its selection of subjects; and inas- "much as the allotment of scholarships is made solely with reference to the marks "gained, no matter where the student is studying, it follows that the amount given to "each institution as a whole is in some sort an index to the comparative success of its "tuition.

135. "In the allotment of scholarships for last year (1866), no single student "received a scholarship who had not gained upwards of 40 per cent. on the total in all "subjects, and decided failure in any one subject caused the rejection of the claims of "students otherwise distinguished.

136. "The amount of allotment is adjusted according to the rank taken and the "marks gained in the Examination held by the Board of Examiners above-mentioned, "as well as in the Calcutta University Examination. The following table explains the "system with clearness, which, though not entered in the Annual Report, was submitted "for approval in my letter No. 2163, of 12th March, 1866.

Scholarship allotment to students who have passed and are studying for		Amount allotted per mensem.	Number of each sort allotted in 1866.
		Rs.	
Calcutta University B.A. Examination.	Calcutta University M.A. Examination.	25	2
" 1st Examination in Arts, 1st Division.	" B. A. " ...	20	4
" " 2nd Division, ...	" " " ...	16	6
" " Entrance Examination, 1st Division.	" 1st Examination in Arts.	15	11
" " 2nd Division, ...	" " " ...	10	14

"The above table refers to the students of the College Departments only, and the "continuance of scholarship allowances depends upon a continuance of well-applied and "diligent study and good conduct, year by year, under the Principal's eye, in all cases. The "three upper classes of the School Departments in Colleges are examined by the same "Board of Examiners, and the allotment of scholarships of from Rs. 4 to 8 in value de- "pends upon the marks gained, as above."

SECTION VII.—EMPLOYMENT OF STUDENTS.

137. The following schedule is an analysis of the amalgated statement prepared in your Office of persons employed for the first time in 1866 by the Government of the North-Western Provinces, as concerns *natives* only.

Departments.	Total No. of natives appointed.	Educated			Per centage of natives privately educated.	Average monthly value of appointment.
		At Government Schools.	At Mission Schools.	Privately.		
						Rs.
Judicial, ...	9	3	4	2	22	20
Revenue, ...	31	5	2	24	77	21
Public Works, ...	24	21	2	1	4	27
Police, ...	24	7	1	16	66	26
Jail, ...	11	7	3	1	9	26
Education, ...	31	28	3	0	0	22
Total, ...	130	71	15	44	33	...

138. I remark upon this as follows :—

(1.) Of the 130 natives employed, 92 are *Hindu* and 38 *Mussulman*—*i. e.*, 70 per cent. *Hindu* to 30 per cent. *Mussulman*, nearly. Mr. Plowden's Report on the Census of 1865 gives 1-7th only as the proportion of the Muhammadan population of the North-Western Provinces. The inference is that, in proportion to their numbers, twice as many Muhammadans as Hindoos entered the service of the Government in 1866.

(2.) In 1866, of 130 natives employed, rather more that 66 per cent. were educated at Government or Aided Schools; in 1865, of 102 natives employed, about 42 per cent. only were so educated : I have, therefore, to record what I cannot but consider an improvement in the distribution of patronage. Nevertheless, the fact that 77 per cent. of the natives appointed in the *Revenue Department* were privately educated—in other words, that *the preference has been given in that Department to natives educated privately*—calls for explanation, and should, I am of opinion, be noticed as unfavorably contrasting with the practice found possible in other branches of the service.*

SECTION VIII.—THE STUDY OF ENGLISH.

139. My remarks under this section should, I conceive, be confined to a report as to how far the study of English has progressed during the year. This must for some time to come be estimated chiefly by the number of schools and scholars, and, as to standard of attainment, by the number of persons who pass the Entrance Examination of the Calcutta University. The annexed table gives these numbers with all possible correctness, as far as the Government Schools, and Aided Private and Anglo-Vernacular Schools, are concerned.

	No. of Schools.	No. of students of English.	No. who matriculated, C. U.
1865-66, ...	122	9,757	34
1866-67, ...	184	13,355	35

140. Many interesting questions are connected with this section which cannot be discussed here : suffice it to say that the common reason given for the spread of the study of English—*viz.*, that the people look to it as a means of livelihood—is not so weighty as at first appears. Section VII. of my last Annual Report showed that 102 persons only obtained Government employment in appointments of Rs. 10 and upwards during 1865. This number is of course variable, but it is probable the maximum will never exceed 200. The majority of the appointments are such that a knowledge of English is not required in the candidate ; consequently the opening offered to young men who attend our English Schools is extremely limited, and cannot in fairness be supposed to account for the spead of a desire to learn English ; yet it is assumed by many as the mian cause why our colleges and schools fill at all. That such has been, and is, one

* Since writing the above I have been addressed by the Sudder Board of Revenue (28th May) on this subject. It is the wish of the Board to encourage young men trained in Government Schools as far as practicable ; and they suggest in their Annual Report (para. 135) that, not only may a system of examination be managed by the Educational Department, but that the studies of the schools be brought into closer adaptation with the requirements of the service.

cause of the progress of Government education, is not the point. It is perfectly true that the *hope* of employ keeps many an idle scholar to his books, but the hope is too baseless to count for much in considering the realities of the case. It has been the common and the just complaint of Educational Officers for years past, and has produced the issue of various orders of Government, supreme and local, that employment is given by preference to privately-educated natives. It was not supposed that such a state of things could last, and the publicly-educated men are beginning to assert their superiority, as indeed was probable all along, for an article turned out by European hands was at least likely to answer in the service and interests of Europeans as well as that of native contrivance, made up for native practice. But the inference is clear that the way to Government employment did not lie so evenly through the doors of Government Schools as to tempt unwilling natives to venture in for the education to be found there. No; the spread of a desire to learn English is one of many signs of progress abroad, is self-expansive, and, I believe, independent of Government action. We do *not* (I speak for myself) intend to create the desire by sowing schools broadcast over the land (the idea is thus expressed by an objector), but, finding the desire exists, we endeavour to satisfy it. In this view all discussion about the policy of the Government in teaching English—all attempt to delineate its expectations in so doing—all talk about the disappearance of the vernaculars—is talk, and little else: and I object to such language as closed the speech of the last Vice-Chancellor of the Calcutta University (March, 1867), who calls "education" "the most remarkable *experiment* among the many remarkable experiments which my countrymen are trying in India." I mention this because I believe that in a country like this, things learned from the conquering race are in God's hands the instruments of reform and progress; and things thus learned are independent of theory and experiment. And I take the opportunity of protesting against the philosophy which finds expression in another statement in the same eloquent peroration,—"Except the blind forces of nature, nothing moves in this world which is not Greek in its origin," as blindly ignoring that Omnipotence

"——which shapes our ends,
Rough hew them how we will."

SECTION IX.—BOOKS.

141. The following is a list of the books sanctioned for printing and purchase in the year,—*viz*, 1,37,702 copies, at a cost of Rs. 17,011 only:—

No.	Name of book.	Number of copies.	Cost. Rs.	As.	P.	Remarks.
1	Ainah Tarikh Numa (Part I.), ...	5,000	1,192	15	0	
2	First Geography, ...	500	40	5	0	
3	Map of Cawnpore District, ...	500	119	5	6	
4	Do. of Etawah Do., ...	500	132	12	3	
5	Risalah Qawaid Farsi, ...	5,000	1,226	9	9	
6	History of Hindustan, ...	2,000	523	9	7	
7	Risalah Qawaid-i-Urdu (Part IV.), ...	1,000	325	12	2	
8	Vidyankoor, ...	10,000	1,219	13	9	
9	Sufurtool Masadur, ...	5,000	334	3	9	
10	Kshaitra Chundrika (Part I.), ...	10,000	502	12	9	
11	Quissah Soorujpore (Part II.), ...	1,000	56	8	6	
12	28 Pictures of Animals, each, ...	1,000	467	4	0	
13	Grade Lesson Book (Part I.), ...	2,000	375	0	0	
14	Do. do. (Part II.), ...	2,000	583	5	4	
15	Do. do. (Part III.), ...	1,000	291	10	8	
16	Mubadi-ul Hisab (Part IV.), ...	5,000	491	4	0	
17	Map of India, ...	500	51	0	0	
18	Muntakhibat-i-Urdu (Part III.), ...	2,000	141	5	0	
19	Readings in English Poetry (1st Series),... ...	2,000	109	3	9	
20	Ganit Prakash (Part I.), ...	10,000	1,220	10	0	
21	Natijah Tahrir Uklaidus (Part I.), ...	363	113	7	0	
22	Ditto ditto (Part II.), ...	273	34	2	0	
23	Cooly Nama, ...	2,000	288	13	9	
24	Qawaid Zaban Angrezi, ...	100	225	0	0	
25	Hitopdesh, ...	100	180	0	0	
26	Minhaj-ut Talim, ...	1,000	250	0	0	
27	History of Rohilkhand, in Urdu, ...	1,000	312	8	0	

No.	Name of book.	Number of copies.	Cost.	Remarks.
			Rs. As. P.	
28	Itihas Timur Nasak (Part I.), ...	10,000	1,368 2 1	
29	Chota Bhogol Hastamalak, ...	5,000	374 14 4	
30	Gyan Chalisi, ...	5,000	92 4 7	
31	Soorajpore ki Kahani, ...	1,000	52 6 2	
32	Chota Jam Jahan Numa, ...	3,000	337 0 6	
33	English Primer, ...	20,000	627 8 8	
34	Bhasha Chandroday, ...	5,000	833 5 4	
35	Risalah Gai Chougan Angrezi, ...	500	127 9 0	
36	Akhlaq-i-Nasri, in Persian, ...	100	102 0 0	
37	Howard's Rudimentary English Grammar, ...	5,000	375 4 6	
38	Risalah Qawaid-i-Urdu (Part I.), ...	5,000	234 6 0	
39	Joografia Alum (Part I.), ...	2,000	193 1 8	
40	History of Hindustan (Part I.), ...	3,000	800 0 3	
41	Hitopdesh, ...	2,000	185 0 4	
42	Political Economy, ...	133	299 4 0	
43	Treatise on Farming, ...	133	192 8 0	
	Total, ...	1,37,702	17,011 0 11	

142. Book sales by the Curator, Dr. Walker, through indents made by the Inspection Department, are registered below :—

Circles.	Copies.	Value.
		Rs. As. P.
I. Circle, ...	61,977	9,111 8 0
II. Ditto, ...	57,234	7,126 10 8
III. Ditto, ...	32,052	5,345 6 3
Kumaon and Garhwal, ...	5,963	948 13 8
Ajmere and Mhairwara, ...	5,383	638 2 6
Total, ...	1,62,609	23,170 9 1

The corresponding table for 1865-66 gave the number of copies as 1,97,230, and the value as Rs. 27,782 odd. This year the sales extend over eleven months only. It is curious to remark, as regards the general transactions of the Depôt, that Rs. 64,483 odd is the total of sales effected in 1866-67, according to Dr. Walker's Report, while for the twelve months of 1865-66 the transactions amounted to Rs. 57,196 odd only.

My thanks are due to Dr. Walker, the Curator, for his judicious management of this important branch of departmental progress.

Conclusion.

143. I feel justified, after a careful review of events and facts, in regarding the year under review as not only one of progress, but of preparation for considerable future advancement. Among the upper institutions, the success of the Benares College and the Ajmere Collegiate School, standing as it were on the extremes in point of intellectual and social advancement of the provinces, is most satisfactory. Middle Class Schools, which have been created by the desire of learning English generally expressed, have been well attended, and show signs of being permanently useful, especially at *sadr* stations, where they will in future assume the status and character of Zillah Schools. Schools of the Lower Class have maintained their influence, and there is no falling off in attendance, or any diminution in vigour. Female Schools have done well upon the whole, and present an encouraging prospect of creating positive good, however small may be the area to which financial considerations necessarily restrict them. And lastly, the hope of creating more local and personal interest in the schools generally has dawned in the establishment of a system of District Committees.

144. It remains for me to bring to His Honor's notice the names of the following gentlemen, in addition to those mentioned at the end of Section III. and Section IX. above, who have carried on their duties with zeal and energy during the year, and

deserve His Honor's approbation. They are:—Dr. Anderson and Mr. Platts, in the II. Circle; Mr. Griffith and Babu Siva Prasad, in the III. Circle; Major Smyth and Mr. Goulding, Superintendent of the Ajmere School, in the Minor Circles. Mr. D'Mello, Head Master of the Etawah High School, has given Dr. Anderson very useful aid in inspecting districts which he was prevented from visiting in person, on account of severe illness.

145. The four new tables prescribed for submission with this Report by Resolution No. 1193, dated 28th December, 1866, *viz.*,—Tables B.1, B.2, C.1, and C.2, referring to the Calcutta University, the Press, &c., accompany as Appendix C.

I have, &c.,

BAREILLY:
The 9th May, 1867.

M. KEMPSON,
Director, Public Instruction, N. W. P.

APPENDIX A.

CIRCULAR No. 1864 OF 1866-67:

Addressed by the DIRECTOR OF PUBLIC INSTRUCTION, *North-Western Provinces, to the* HEADS OF THE COLLEGES, *on the subject of Departmental Examination of* 1866.—*Dated Bareilly, the 29th March,* 1867.

SIRS,

I HAVE now the honor of communicating for your information and guidance the results of the Examination held by the Board of Examiners for 1866.

The classes examined were a Senior and Junior College Class, and the Second and Third School Classes—the intermediate classes being engaged in the Calcutta University Examinations. I am happy to inform you that as a whole the Examiners report favorably, and that defects noticed last year are less prominent now. The chief fault to be found—and it is one which has come under my own observation, as part Examiner—is the apparent inability of the majority of the students to render an easy piece of the Vernacular (Urdù) into English, and *vice versâ*. The pieces set were purposely short and easy (though idiomatic), and the students of one at least of the College Departments conceived that some mistake had been made, and that it was never intended to set men of their acquirements so paltry a paper. What the result was will be described further on.

SENIOR COLLEGE CLASS.

2. For the general results of the Examination I refer you to the statement which accompanies, from which it will be seen that, as a whole, the class has done very well, and all the students may be said to deserve a continuation of their scholarships. The average percentage of the class is one less than 50 per cent. only—a most creditable result, showing diligence on the part of teachers and taught in all branches of study.

The average for Agra College is 52 per cent., and for Bareilly and Benares about 46—Bareilly being the better. Ram Rûp, of Benares, was prevented attending the Examination by sickness.

3. Mr. Cooke's (Examiner in ENGLISH LITERATURE) remarks are these :—

"In Poetry the Senior College Class sent in one or two remarkably good papers, "clearly showing that the subjects had been read with much attention. Soonder Lall, "of Bareilly College, has answered well throughout the paper; and Ruttun Chand, of "Agra, who has written out an elaborate account of the plot of *King Lear*, has evi-"dently studied the subject with great closeness and nicety : the rest have all shown "a fair knowledge of the play; but it appears to me that the second piece set for ex-"mination—*viz.*, "the Art of Poetry"—has been somewhat neglected.

"In the Prose paper, the passages from Bacon were not in any instance very "clearly explained; but the grammatical portion has been well done, especially by "the Agra men, and of *them*, Goolzar Behari is the best.

"I cannot, however, say much for the style of the essays, though the students of "both Bareilly and Benares were in this particular a good deal superior to the Agra "students. There seemed to be very little attention paid to punctuation in any of the "papers; and I must confess I was surprised to find mistakes in spelling so numerous "and so glaring: such instances as *survant*, *relsif*, *audiance*, &c., ought scarcely to "appear in the productions of men who aspire to place B.A. after their names in a "year's time. I have no doubt that most of these mistakes arise from carelessness—that "universal failing of native students; but this, in my opinion, makes the matter worse. "Hit Kishore, of Agra, is the only one who has sent in papers *entirely* free from in-

"correct spelling. Frequent practice in essay-writing will, however, do a great deal in "twelve months, so we may safely consider these men as promising candidates for the "B.A. Examination of 1868."

The fact recorded with respect to Hit Kishore (Agra) is, as far as my experience goes, unique, and his merit will receive special reward. Rattan Chand (Agra) and Soonder Lall (Bareilly) have done excellently.

4. The Examiner in MATHEMATICS (Mr. Baron), whose report is remarkably interesting, thus reviews the work of this class :—

"*Geometrical Conics.*—Rattan Chand, of Agra, alone shewed originality, and familiarity with deductions. He stands at the head of the list, and would have been more "decidedly first had he not lost marks by omitting all explanation of his figures. He "simply drew the figure, left out the construction, however complicated, and began "the proof at the point where the construction ends. Hit Kishore only answered three "questions, but these he wrote out neatly and accurately, obtaining full marks for two "of them, and nearly full marks for the third. He did an easy rider. The third Agra "student, Goolzar Behari, sent up a great deal of work, but did it very badly: he "has evidently tried to get up the subject, but his knowledge of it is confused and imperfect; and half knowledge is of no use in an Examination. Not far behind Rattan "Chand comes Soonder Lall, of Bareilly. This place he gained entirely by thorough "knowledge of the book-work: he only did one easy rider. The Agra student is incomparably the better Geometer, and, had he written out his propositions fully, would "have been far ahead. Punmeshri Dass shewed a fair knowledge of the book-work, "but his papers were inaccurate: Chundr Shekhur did not send up much work, but "what he did write out was well done. Neither of these two attempted a deduction.

"The single student from Benares, too, did not answer many questions. His propositions were written out correctly, but not fully. He often assumed a relation between lines or angles without giving any limit how it was obtained, and occasionally "referred in the proof to a line which did not appear in the figure. He only tried one "deduction, which he did not succeed in proving. With reference to the performance "of the class as a whole in Conics, the quality of the work done is good, but the quantity "small. As the paper consisted chiefly of propositions taken out of the received text-"book, and as the few deductions were very easy, a higher average of marks should have "been obtained. Rattan Chand, of Agra, and Soonder Lall, of Bareilly, have, however, done well.

"*Dynamics and Hydrostatics.*—Rattan Chand's performance in these subjects is "inferior to his morning's work, and its effect is to leave him with only a nominal advantage of one mark in the two papers over Soondur Lall. His answers are full of "promise, and he tried a fair proportion of problems; but his success in solving them was "only partial. He made many mistakes, some of which were serious, and shewed that "he held unorthodox views as to the nature and properties of the units of length and "weight. Hit Kishore and Goolzar Behari did badly, and their failure has had a disastrous effect on the Agra average. The former's work was tolerably accurate, but "there was very little of it; the latter's, as before, was full of mistakes. Neither of "them attempted a problem. The paper was certainly one on which a high score would "not be easily made, for it contained one or two hard problems, which were, of course, "heavily marked; but it also contained plenty of straightforward book-work, so that "every one who had read the subjects ought to have done moderately well.

"The three students from Bareilly passed a good examination in Dynamics, especially in impact: they almost confined their attention to the first half of the paper. "Punmeshri Dass did no Hydrostatics, and the others very little.

"Baroda Prasad's papers are tolerably free from faults, but are so few in number "that I could not give the writer many marks. They contain no problems.

"The following are the averages per cent. obtained by the different Colleges on the "two papers taken together:—Bareilly, 33; Agra 25; Benares, 23."

Rattan Chand (Agra) and Soonder Lall (Bareilly) have again gained favorable mention.

5. History, &c.—The Examiner says as follows :—

"The students of this class were in Philosophy all good. In the Agra College, "Rattan Chand deserves especial mention, as having sent in a really first-rate paper. "Without servilely adhering to the words of the text-book,—a fault so common among "native students,—he seems to have caught the sense of his author, and given a really "good analysis of the subject matter. The same may be said of Baroda Prasad Ghose, "the Benares student, though he is slightly inferior in point of marks. The Bareilly "College is far inferior, and, though not bad, yet has produced no paper worthy of special "mention. In History there is a very serious defect pervading all the Colleges: as a "general rule, the students seem to have confined themselves to particular periods of "Indian History—some, and indeed the generality, to the Hindu and Mahomedan "periods, to the almost utter neglect of the English period. This is hardly wise, consi-"dering the immense importance of the events which happened during that period; and "I would recommend that the attention of the students should be called to the point. "It is perhaps not difficult to see to what cause this failing should be attributed:—I "allude to the dry and tedious way in which the events in Mr. Macfarlane's History are "treated, compared with the work of Mr. Elphinstone on the Hindu and Mahomedan "periods."

The distinction gained by Rattan Chand in this subject, added to his other successes, is a credit to his College.

6. The Examination in Oriental Languages was divided between Babu Pramada Dass, Anglo-Sanskrit Professor in the Benares College, and Mirza Nisar Ali Beg, Mir Munshi in my Office. The former examined in Sanskrit, Hindi, and Bengali, with translations from English into Hindi and *vice versâ;* the latter in Arabic, Persian, and Urdu—the translation papers from English into Urdu, and *vice versâ,* being set and marked by myself solely. I think it necessary to say this, as this portion of the Examination is a failure, of which more hereafter.

7. I proceed to quote the remarks of the two Examiners on the class now under consideration, reserving my own comments on the Urdu translations for after insertion, when the doings of the Junior College Class in that same exercise will be taken up.

8. Five students in this class—*viz.*, two from Agra and three from Bareilly—came before the Examiner in Arabic, &c. He informs me that

"Hit Kishore (Agra) who gained the highest mark in فسانۂ عجائب says that الحقیقت "is composed of الف (meaning کا—(of) and حقیقت, and gives حیط as the root of حقیقت "and translates the couplet—

گر اُسکے ھجر میں یونہیں اندوھگین رھے
تو ھوئیگا وصال دلا یہہ یقین رھے

"as follows:—'If we continue to suffer under the affliction of his separation, we "are then sure that we embrace him undoubtedly in grave.'

"Goolzar Behari, the other Agra student, fails in Prosody, and the Moulvi gives a "ridiculous instance in his scansion of a couplet from the *Sikandar Nama,* thus:—

فعولن — فعولن — فعولن — فعول
کجا بود — ای دو — لب تازہ — عہد
بدرگاہ — مہدی — فرود آر — مہد

"His knowledge of parsing is very defective—for instance, he states that اراستہ بیکر "in the hemistich (بنام ایزد آراستہ بیکرے) is the objective of the verb ھستی; that ب

"in بنام ایزد is for إلحاق; and that فعل ناقص اپنے فاعل اور مفعول سے ملکر جملہ إسمیہ ہوا. He also "calls سر and هوش Arabic.

"The Bareilly students are satisfactory as regards their knowledge of parsing; "but Soonder Lal mistakes the root of إحتیاط; and Parmeshwari Dass calls طاق the root "of طاقت, and writes وداع as ودا."

9. The Examiner in SANSKRIT, HINDI, &c., reports as follows of the Agra and Benares students he examined in this class :—

"Of the two students that came up from this class, the one (Rattan Chand) of "Agra in Hindi, the other of Benares in Bengali, the former is evidently the better "vernacular scholar. His answers in the *Rámáyana* of Tulasidasa were remarkably neat "in diction and pure in phraseology, not being disfigured by the unnecessary or rather "ignorant, introduction of Persian words, in spite of the existence of Hindi ones equally, "if not more, expressive. His orthography, too, was throughout correct—a rare merit "among the vernacular papers I have examined, except that he sometimes substituted "इ (i) for अ (a) as writing आनिन्दित for आनन्दित —a mistake peculiar to Hin-"doosthanees, whose tongues are curiously apt to slide from the one vowel to the other. "As far as the second language is concerned, his papers testify to his fitness to pass the "B.A. Examination creditably next year, having obtained on the whole the high average "of 68 per cent. The Benares student gave a very fair paraphrase of the passage set "for the purpose, but he did not seem to have paid sufficient attention to the difficult "passages of the text-book. It must, however, be taken into consideration that the style "and phraseology of the book are altogether novel, and require some knowledge of Sans-"krit in order to be thoroughly understood. Some, indeed, of the mistakes he committed "are not excusable on this score : for instance, in interpreting a simile that referred "to the well-known astronomical fact of the moon's deriving its light from the sun, "he says to this effect,—'The moon's radiance becomes fairer by the sun's rays in the "morning.'"

10. On the whole the Senior College Class has passed the Departmental test with credit. Rattan Chand, of the Agra College, has distinguished himself in a remarkable manner, considering the range and difficulty of the subjects.

The chief defects have been carelessness in spelling English, inattention to the English period of Indian History, and failure in translations from English into Urdu and *vice versâ*. On the other hand, success has taken the place of common failure in Mathematics as a whole, and in Philosophy, especially in the Agra College.

JUNIOR COLLEGE CLASS.

11. The boys examined in this class, which consists of undergraduates of the Calcutta University studying for the First Examination in Arts of the year 1867, numbered 24, according to the marginal detail. I refer you to the accompanying statement of marks for the result, which may on the whole be pronounced very satisfactory, seeing that the percentage of the class in all subjects reaches 40. The separate averages are nearly as follow, *viz.*,—Benares, 46; Agra, 37·7; Bareilly, 40·4; Ajmere, 35.

Agra College,	...	6
Bareilly „	...	9
Benares „	...	5
Ajmere School,	...	4
		24

Only three students have failed utterly in any one subject, and none have failed in more than one. The failures occur in Mathematics. They are Okhey Coomar Mittr (Benares), and Gunga Pershad and Ram Chandr (Ajmere). Failures in Translation will be noticed further on.

12. The remarks of the Examiner in ENGLISH LITERATURE are as follows :—

"The Junior College Class, consisting of men who matriculated last year, are read-"ing for the First Arts Examination of 1867. In the Colleges of Agra and Bareilly, "the answers to the Poetry paper were good so far as regards the explanation of passages

"from the *Cato;* but I could discover very little knowledge of the English metres or "Prosody. The Prose paper was not so well done, and many of the extracts from the "*Spectator* were completely misunderstood. Tej Pal, of Agra, showed a very fair know-"ledge of Grammar; but the rest of the class, both in Bareilly and Agra, are very poor "in this respect. The Benares Class sent in good papers, both in Poetry and Prose, "and showed a fair acquaintance with Grammar. The spelling, too, of this class was "good.

"The Ajmere men promise well for the University Examination, and have an-"swered the Grammatical questions very fairly;—they may, however, read the *Spectator* "again with advantage, as the interpretations of the prose extracts were in most in-"stances very obscure. The best papers of this class were those of Kishen Lal, II., of "Bareilly, and Uma Charna Mookerji, of Benares, in Poetry; and of Gordhan, of "Ajmere, in Prose."

13. In MATHEMATICS the following are Mr. Baron's observations *in extenso:*—

"*Algebra. Agra.*—Both Tej Pal and Mahomed Ali Raza Khan sent up very good "sets of papers; they did an unusually large number of problems, and showed no small "analytical skill. Shiam Lal solved neatly the problem at the end of the paper as to "the times between noon and midnight at which the two hands of a clock coincide, and "sent up a creditable attempt at the harder of the two equations. Unfortunately he "sent up little else, and the little that he did was for the most part wrong; thus "he stands low on the list. The absence of book-work is a striking feature in the "Agra papers. The lower half of their class failed to write out the most ordinary "book-work; their answers are hopelessly feeble, and scarce deserve the name of an-"swers. For instance, Nobin Chunder thus proves the binomial theorem when the "index is a positive fraction:—'If the formula holds good for the positive integer, "'odd or even nnmber, it will also hold equally good for the positive fraction.' As "they could not do problems, they obtained very few marks.

"*Bareilly.*—Cheda Lal, Dooree Lal, and Kishen Lal, II., are bracketed first "on the Algebra paper. Though possessed of considerable talent, they are apparently "inferior in originality to the best of their Agra competitors; but careful study, "and a thorough knowledge of the subject in its various branches, have more than "counterbalanced this defect, and have enabled them to secure the first places. Bul-"deo Pershad solved the harder equation. The Bareilly students generally showed "more knowledge of the subject-matter than the others, and the consequence is that "none of them have done very badly. The contrast in this respect between their pa-"pers and those from Agra is great. If the answers of the six Agra students are "compared with those of six of the Bareilly examinees, the latter will be found to "contain twice as much writing as the former.

"*Benares.*—Balkrishna sent up a good set of papers, and obtained two-thirds "marks for the harder equation. Ajudhia Prasada and Uma Charna Mookerji did not "gain many marks, but their work was neat and accurate: the former lost marks by "writing out in one case a wrong proposition, a point to which I will presently recur. "Okhey Coomar Mittr, the black sheep of the class, filled eight sheets of paper with "nonsense, for which I could not give a single mark: *e. g.*, he explains the method of "'pointing,' in finding the square root of a number, as follows:—'In finding the "'square root of a number, we point out above the number generally by dots on the "'third number, and to divide it into different parts so as to find the square root "'of it easily, and also to count them exactly.' Again, he thus discusses the "'value of $\frac{a(1-r^n)}{1-r}$, when n is infinite.—'Now, suppose r is less than unity, then r^n "'can be made as small as we please. If r^n is less than unity, then the value of r is "'less. If, however, r is greater than unity, then the value of s reduces to $\frac{a}{1-r}$;—that "'is by taking n large enough, the value r can be made as small as we please, from "'the consideration that $s = \frac{a}{1-r}$. The rest of his answers are equally foolish.

"*Ajmere.*—The performance of this school is very inferior to that of the Colleges. "Gordhun alone did passably.

"*Trigonometry. Agra.*—Tej Pal passed a very good examination, again doing "more than the average number of problems. He is decidedly first on the paper. "Mahomed Ali Raza Khan sent up little, but his work was accurate, and showed "talent. The rest did badly.

"*Bareilly.*—The Bareilly Class has done fairly, but not so well as in Algebra. "The marks gained are lower than those obtained on the morning paper, and one or "two of the students knew little of the subject. The three youths who were first on "the Algebra paper are again in the front, though closely pressed by Kishen Lall, I.

"*Benares.*—The Benares students—with the exception of the luckless Okhey Coo-"mar Mittr, who hangs a dead weight round the neck of the class—passed a good "examination in this paper. Uma Charna Mookerji is bracketed second with two of the "Bareilly students; while both Balkrishna and Ajudhia Prasada are well placed. "Shyama Charn Banerji's work is good, but deficient in quantity.

"*Ajmere.*—Hazari Lal's answers were fair, and Gordhun's passable ;—the other "two did badly. The result of the Examination is that Doree Lall and Kishen Lall, "II., both from Bareilly College, are bracketed first, each with 46 marks, out of a total "of 100; while Cheda Lal, of Bareilly, and Tej Pal, of Agra, are bracketed third, with "45 marks. The number of problems done by Tej Pal, and the superior style of his work, "far outweigh the accidental difference of a single mark, and to him must be adjudged "the 'blue riband' of the class. It is no small honor to him to have carried it off from "such formidable opponents. Of the classes from the different institutions which to-"gether make up the Junior College Class, that from Bareilly is decidedly first. Not-"withstanding its size, it has the highest average. Three out of the first four students "come from Bareilly, and no one from that College helps to form the 'tail' of the list. "It must of course be borne in mind that the Bareilly students had the advantage of "being examined by their own teacher; but I think it due to them to state that I "gave them no advice in the revision of their work. For the month before the Ex-"amination I left both the College Classes to themselves. I explained all difficulties, "and answered all questions which they brought to me; but gave them no directions what "to read or what to avoid. I am quite satisfied with the Benares Class. None of the "students have given proof of unusual ability or obtained a high number of marks; but, "with one exception, they have a fair knowledge of the subjects. Their average is slightly "higher than that of Agra, and it has of course been much lowered by Okhey Coo-"mar Mittr. Notwithstanding his absurd exhibition, and the failure of half the Agra "contingent, I am much pleased with the performance of the three Colleges. My satis-"faction arises more from the talent shown and the promise of future excellence given by "several of the students, than from the number of marks actually obtained. There seems "to be some chance that we may at last rise above that heart-breaking level of dull "mediocrity which our utmost efforts so often scarce enable us to attain. I am sorry "that I cannot speak equally well of the Ajmere quota: it has done very poorly. The "averages obtained by the different institutions are as follow :—Bareilly, 34; Benares, "25; Agra, 24; Ajmere, 16. If Okhey Coomar Mittr be eliminated from the Benares "Class, the average will rise from 25 to 30.

"The papers sent up from all the institutions are neatly written : I did not receive "one untidy set. This remark applies equally to both the College Classes.

"I would here warn the students against a fault to which they are much given—if "they do not know a piece of book-work, they try to compound with the Examiner "by writing out some other piece more or less connected with the one required. For in-"stance,—instead of the conditions of motion produced by the oblique impact of two balls, "which I asked for, I received the case of direct impact;—instead of an investigation of

"the number of permutations of a thing, I was presented with an enquiry into the "number of combinations; and so on. Curiously enough, the School Classes are nearly "free from this fault; it is confined to the College students, among whom it occurs too "often to be accidental. Only one of the Benares students, Ajudhia Prasada, mentioned "above, commits it, and in his case internal evidence makes me doubt whether it is "done wilfully or not; but five of the nine Agra, four of the twelve Bareilly, and two "of the four Ajmere examinees are guilty of it. The practice carries its own punish-"ment, for candidates cannot be allowed to set their own papers, and no Examiner "would give a mark for an attempt to evade his question, no matter what knowledge "the attempt might show."

14. The praise for neatness here generally bestowed upon the College Department, as far as their Mathematical papers are concerned, is a satisfactory proof that the remarks of former Examiners have not been disregarded. The Bareilly section of the class have done their energetic tutor credit, and the standard he takes as an Examiner illustrates the soundness of his teaching, to which alone their success is due.

The hint he gives to the students in the concluding portion of the remarks above quoted deserves special attention; it will serve to explain to some, what they are very slow to understand, *viz.*,—how it is that, notwithstanding their three hours' hard writing, the Examiner sees nothing worthy of the name of answer in their papers, and plucks them accordingly. Tej Pal, of Agra College, deserves honorable mention, and will receive reward.

15. The Examiner in HISTORY remarks:—

"*Benares.*—The Junior College Class of this College deserves great praise, especially "in History, in which it stands *facile princeps*. Of the students who compose the class, "honorable mention should be made of Bal Krishna, who stands first, and Okhey "Coomar Mittr, who stands second. These two especially avoid a failing, which to my "limited experience of native students seems to prevail considerably—I mean an ina-"bility to seize the salient points of a subject, and instead, to dash down as important, "events which are really quite unimportant. A curious instance of this occurs in one of "the Agra papers, where a student among a long list of events of more or less importance, "recounts the anecdote of Sydney and the cup of cold water."

"In PHILOSOPHY, too, Benares excels, being second only to Agra, the students of "which College have done extraordinarily well.

"*Bareilly.*—The Junior College Class students of this establishment do not "arrive beyond mediocrity either in Philosophy or History. In the latter subject "only two men have exceeded half marks, and that only by one and two marks "respectively; in fact, the papers generally are remarkable chiefly for neatness.

"*Agra College.*—The students of this College are as bad in History as they are "good in Philosophy. The English History papers are really very bad for Junior "College Class students. The fact is that they have one and all neglected to study the "very valuable 'notes and illustrations' which form so important a part in the excellent "abbreviation of *Hume* which has been selected as their text-book; and when to the "most complete ignorance of this portion they added a very indifferent knowledge of "the text, their failure cannot be matter of surprise. They plead, doubtless, in "extenuation, that History is a subject not taught systematically, like Mathematics "or Literature, but that they are left to a great extent to themselves. This is of "course true, but they are not children, and surely it is not too much to expect "from men of their age a little common sense;—at least, they have the Professor ever "ready to explain any difficulties, and call attention to important points in History, "if only they take the trouble to bring them before him."

"It is, however, cheering to turn from these wretched papers in History to the "really satisfactory papers in Philosophy which this class of the Agra College has "sent up. Instead of a dry formal *cento*, they have given in most cases a really "good analysis of the subject—in fact, they are only approached in this by the "students of the Benares College. But I cannot in justice omit to mention that at "least two of the students have not done so well. Shyam Lall has sent in a very "meagre paper, and though his style is generally good, yet these are symptoms of "occasional carelessness. Ali Raza Khan is well up in all his subjects, but his "papers are deformed with a slovenliness which is very trying to an Examiner: "his thoughts, it would seem, flow so much faster than his pen that he is con-"stantly obliged to stop to erase and insert, which, added to bad writing, makes his "papers barely legible. Nobin Chunder, too, has not done well: his paper is "generally a poor one, and he has given a most curious answer to the second part "of Question 7, which, on account of its originality, I think ought to be put on record. "His answer, *verbatim*, is as follows:—

"'Testimony is false.
"'Miracle is testimony.
"'Miracle is false.
"'Miracle is false.
"'Testimony is false.
"'Testimony is miracle.'

"I leave this to the consideration of those whose study of the 'mighty stagyrite' "has been more deep than my own.

"*Ajmere School* has sent in very respectable papers in Philosophy; but "Gordhun is the only student worthy of special mention. In History they are not "good."

16. Benares College wins praise deservedly in History, and Agra in Philosophy. Bareilly seems to have shown no excellence in either subject, and both Agra and Ajmere have failed in History. The reason suggested by the Examiner is probably the true one; and if regular paper Examinations in this subject had been held during the session, it is probable such evident want of preparation would have drawn the Principal's attention, and have been remedied.

17. In ARABIC, &c., the students examined were as per margin, and, as the subjects were different for each College, it was difficult to estimate the relative merit. Yet actual knowledge and proficiency in any language is capable of trial, and fair trial too, though the questions may not exactly tally with the expectation of the students.

Agra College, ...	1
Bareilly Do., ...	8
Ajmere School, ...	2
	11

Great excellence was shown by the single Agra student, Mahomed Raza, whose answers were given in Arabic, and neatly and completely given. He is, however, inferior to Niyaz Ahmad, of the Bareilly College, who far eclipses his class-fellows there, some of whom made some curious blunders. The Ajmere students know apparently next to nothing of Arabic, even as beginners. This is so evidently the case, that strong suspicion attaches to Ram Chander of having received assistance from his teacher in answering one of the questions.

18. These results are not surprising, considering the fact that the requirements of the Calcutta University have suddenly obliged students, who perhaps never proposed to themselves the study of Arabic as either pleasurable or useful, to engraft it on their knowledge of Urdu and Persian, as it were. The only merit of the class is of course absorbed by the two Musalman students.

Agra,	5—11·5
Bareilly,	1—22
Benares,	5—23·4
Ajmere,	2—31
	—13

19. In SANSKRIT, on the other hand, more general merit is displayed. The number of students examined is shown in the margin, and a column of the averages in Sanskrit is added.

The Examiner's remarks are as follow:—

" *Sanskrit.*—In this class the best paper was sent in by Balkrishna, of Bena-
" res. This student, who far excelled his class-fellows of all institutions, having
" on the whole obtained the very high percentage of 77, deserves especial praise
" for the full acquaintance with the subjects displayed by his answers. Next to
" him stand the two students of Ajmere, who have both done equally well, and
" have secured for their school the highest average. That Benares has gained
" a lower average in Sanskrit than Ajmere may in some measure be accounted for
" by its having more than twice as many students as Ajmere, but principally by
" the miserable failure of Okhey Coomar Mittr, who received only 5 marks in
" Sanskrit. The Bareilly students passed a very fair examination. As to the Agra
" students, I regret to say that, with the exception of Tej Pal, I am by no means
" satisfied with their performance. I have particularly to report the gross idleness
" of Nobin Chandr Sanyal, who did as badly as the aforesaid Benares student.

" The Agra Class, unless it works very hard, has, I think, little chance of
" passing the First Examination in Arts next year. With reference to this class,
" I feel myself bound to observe that the students of all the institutions failed to
" furnish anything like a correct Sanskrit rendering of a couple of easy English
" sentences. Judging from the questions set this year, the Sanskrit standard for
" the First Examination in Arts requires some degree of ability in Sanskrit com-
" position. I therefore beg leave to say that it appears to me necessary that this
" class be regularly exercised in paraphrasing from their text-book, and trans-
" lating easy English into Sanskrit."

20. " *College Department. Translations.*—As I have before informed you, the translation papers were set by myself, and I have been disappointed with the results. Carelessness and inexactness of expression in both languages are the too common features of the papers sent in. Some of those who could express themselves almost idiomatically in English mistook the sense of the piece set them for translation into that language, and in this showed greater ignorance of the common speech of the country than in their rendering of English into Urdu.

21. The best and worst translations are put up for reference, and it is somewhat remarkable that the best in one is worst in the other, and *vice versa.* A low standard of excellence was taken as qualifying for high marks, and the passages selected were easy; and I had hoped full marks might be gained by the majority of this class. But that a student (Hit Kishore) who only gains 28 per cent. for his translation from Urdu into English, should yet on the whole be but 10 marks per cent. short of the best in the class, is a damning circumstance. You will observe that a want of power in writing English is betrayed even by the best exercise sent in, and the prospects of one who thus feebly expresses himself cannot be cheering, with the B.A. Examination so close at hand. In the translations of the piece from *Elphinstone* into Urdu I was surprised to find want of common sense as well as taste and accuracy. Hit Kishore translates 'woody tract' لکڑی کے بن and joins پہاڑ with صحرا to express 'mountains and forests.' Culzar Behari, of the same College, translates 'Afghan settlers' by plain افغانوں, and actually calls 'Upper Hindostan' اوپری ہندوستان. In this, however, he is not singular, and another variation is given by Punmeshri Dass (Bareilly), who calls it صدری ہندوستان. The

same student translates 'forests' by بيابان and 'marshes' by دلدل. Soonder Lall has the miserably weak expression of کره اور جنگل and بحر کي سمت. He calls 'permanent tranquillity' مدام حفاظت, and translates 'to spread disaffection' by ناراضامندي بڑھانے کے واسطے, which would be ridiculed in a translation written by a foreigner. Chandra Shekhar is so miserably ignorant of Urdu as to spell مفسد — مفصد and مفتوح — مفطوح. When our senior students send up such work, the common complaint that students at Government schools know little of their own language is indeed likely to be well founded.

22. The Junior College Class translated the same pieces. There was one Agra student to eight Bareilly and two Ajmere. The best papers are by the Agra student, and the worst by one of the Ajmere students. Copies of both are put up for inspection. The wonder is how such a translator as Ram Chandra, of Ajmere, could ever have passed into the Calcutta University. Perhaps his rendering of the sentence تب میں نے اُس سے کہا کہ اپنا ہاتھہ مجھکو دو تا نبض تمھاري دیکھوں—"then I said to him for giving his hand in order that I might see his impulse,"—has seldom been equalled in absurdity. It is not a little strange, too, that out of eleven students, only five translate دو in the above sentence by "give:" some say "show," another "reach," another "bring before;" and so on. This is an instance of the general style of translation, which amounts in some cases to going out of the way to commit blunders, and being as it were purposely inexact. Most of the lads show great want of practice in translation generally, and hopelessly involve their sentences in the very hope of being intelligible. This is a specimen from a middling paper by Baldeo Pershad (Bareilly): — آنکھوں سے اِشارہ کیا کہ میں تمھارے آنے سے بہت ممنون ہوا is translated by this youth as follows:—"He answered me with a hint or a sign, which he made "by his eyes, to show that he was very much obliged on account of his (physician's) "kindness, which he (physician) had bestowed upon him (gentleman) by his visit "to the sick man." The nearest approach to a neat rendering of this passage was by Dori Lal (Bareilly):— "He showed by his looks that he was very thankful to me "for my going there."

23. The translation, as a whole, abound with clumsy attempts to write correctly, and a student who hits off one expression fails with another. I have no leisure to criticise the translations from English into Urdu in detail. They are not nearly so good as they ought to have been, and the Urdu handwriting is very indifferent.

24. The Examiner in Sanskrit, Hindi, &c., has this to say about translations in the College Department:—

"*Translations.*—The same pieces in English and Vernacular were set for "translation to the above two classes. In English Translation, the Junior College "Class of Benares doubtlessly did the best, and two students excelled even the "Senior College Class of both Agra and Benares. The papers on this subject were "generally quite satisfactory. Such mistakes, however, in spelling, as 'decipline "for 'discipline,' and 'Pithagoras' for 'Pythagoras,' are, I cannot help remarking, "not expected from a student such as that of the Senior College Class of Agra, "who is going up for the Degree Examination next year. The faults that I have "to point out in Ajmere and Bareilly students are that they translated without "any regard to literalness, and, aiming at elegance, misused phrases the sense of "which they had not comprehended. The following are instances of the latter "fault:—

"'They could not reconcile themselves to account for this waste, the loss of "'this precious gain, this invaluable time.' 'You should never take sleep.' 'Their "'considerably valuable time, which they beguiled away.'

"The phraseology of some of the Agra students was startling;—for instance, "'revenge' used for 'return,' 'recompensation' for 'completion,' and 'bedding time' "for 'evening.'

"In Hindi Translation, the papers of Ratan Chand (Senior College Class, Agra) "and Balakrishna (Junior College Class, Benares) displayed superior merit as to "idiom, elegance, and literalness. But of the Vernacular Translations of the ma- "jority of these classes I am sorry I cannot report in favorable terms,—their "papers, especially those from Agra, being disfigured by mistakes of orthography "and idiom. Nor was it less surprising to find that some of the students could "not understand the English passage for translation, which was by no means a "difficult one. The rendering of 'final beatitude' by an Agra student into अन्ति (अन्त्य) सुन्दरता 'final beauty,' will suffice to exemplify this failing."

25. The results of the Examina tion of the Second and Third School Classes next claim attention.

SECOND SCHOOL CLASS.

Ajmere School,	5—35
BenaresCollege,	24—34
Agra Ditto,	17—33
Bareilly Ditto,	16—32
Etawah School,	9—31

The marginal detail shows the number of boys examined; and for so large a class the general average of marks gained (*viz.*, 33·4) is good.' The first boy, Behari Lall, of Benares College, gets half marks; and the last, Behari Lall (Etawah), has 20·87 per cent. This boy is considered last, in fact, as Jwala Prasad (Agra) having been detected copying from a book during the Examination in History, has been removed from the College, and has no real position in the statement of results. The most creditable class average is that of Benares; and the classes at Agra and Bareilly seem pretty equal. Looking through the columns of marks generally, the promise for next year's Entrance Examination seems favorable. But the numbers are large enough to render curtailment very desirable in the selection of lads qua- "lified to represent the North-Western Provinces in that Examination.

26. The Examiner in ENGLISH LITERATURE says as follows :—

"The Second School Class ought, with another year's training, to produce a very "successful Entrance Class for 1867. From the Agra College I received for the "most part very fair papers, but one or two were very slovenly. The Poetry and "Prose subjects have been read with care; but more attention should be paid to "Grammar; in many of the papers the parsing was poor. The spelling is good "throughout. The Bareilly and Etawah Classes are well up in Grammar, but in "this particular Ajmere is below the standard. Benares sent in some very good "papers, and some very poor ones, and showed a good deal of difference between "the best and the worst. I find a good many noted as *slovenly* and *careless*. The "Etawah and Ajmere boys have many of them given the interpretation of pas- "sages particularly clearly."

27. I notice wtth satisfaction the general good spelling of the class as a great improvement on former years. Mr. Cooke has omitted to mention the *names* of the 'careless' and 'slovenly' upon whom, if named, punishment would undoubtedly have fallen. You are at liberty to apply to him direct, if you please, for information in this respect, and can take such notice of the offenders as you think desirable.

28. The Examiner in MATHEMATICS says:—

"*Euclid.*—The Agra and Benares papers are neat and accurate, but no great "amount of work is sent up. Channu Lal (minor), of Benares found out a method "of inscribing a regular hexagon in a given circle by the aid of a previous proposi-

" tion in the Fourth Book (Euclid's proof, though placed in Book IV., depends entirely " upon Book III.); and Ghunsham Narain, of Agra, obtained two-thirds marks for the " same question. Both Ghunsham Narain and Mohun Lal, of Agra, obtained half " marks for the rider to the 2nd question. No other boy from either of these " Colleges attempted a deduction. Iswari Prasad, of Benares, only wrote out two " propositions, which were quite wrong. The Bareilly boys have done very badly " in this subject: their answers are inaccurate;—they send up a great deal of " work, but make many mistakes, and are often hopelessly wrong. Sohun Lall " writes out several propositions, most of which are wrong: he only obtains marks " for two of them, and for these not full marks.

" Goorsaren Lall sends up many propositions, all wrong: he only obtains " marks for a few definitions. Only one boy in the class does a deduction—*viz.*, " Ishree Pershad, who indicates the method of solving the tenth question, the case " of the hexagon mentioned above. Narain Chand, of Ajmere, obtained nearly full " marks for this same question. None of the other Ajmere boys attempted a rider. " Golam Ali lost many marks by adopting the Algebraic notation;—for instance, " he writes—'The rectangle C. F. F. B., together with the square on E. F., equals " the square on E. B.' as follows:—' C. F. F. B.+E. F.^{2}=E. B.^{2}'

" The Ajmere Class has evidently paid attention to the book-work, but is want- " ing in accuracy.

" The Etawah boys have the best knowledge of the text, which they wrote out " clearly and fully; but not one of them tried a deduction. They have obtained the " highest average of marks on the paper.

" Both the Ajmere and Etawah Classes have a bad habit of writing the square " of A. B., and sometimes A. B. square, instead of the square on A. B. The idea of " the square, or second power, of a number is algebraic: the only geometrical method " of obtaining a square corresponding to a given line is by describing a square on the " line. After some hesitation I decided not to take off marks for this objectionable " term, as its appearance might only indicate imperfect knowledge of the English " language. The Examination is in Mathematics, not Literature; and I never take " off marks for defective English, if the Mathematical idea is fully grasped. In this " case, however, other Examiners might come to a different decision, for, as I have " already said, the mistake may show that the writer has failed to distinguish be- " tween the geometrical and analytical views of thought. As the expression cer- " tainly tends to produce confusion of thought, and may cause loss of marks, I ad- " vise the boys to avoid it in future.

" *Arithmetic and Algebra.*—The Agra boys have a fair knowledge of the princi- " ples of the subject; but in solving equations, simplifying fractions, and other " mechanical artifices, they are as a rule inaccurate and awkward. Madho Dass, of " Agra, is first on the paper: he has a thorough knowledge of Arithmetic, and " some acquaintance with Algebra. In this paper the Benares performance is " poor. The class knows little or nothing of Algebra—at least, 19 out of the 24 " boys who compose it did nothing in Algebra except one or both of the easy " equations, while none of them obtained high marks for it.

" Strange to say, the Bareilly Class, which failed so conspicuously in Euclid, is " decidedly first on the afternoon paper. Arithmetic is usually a weak point with our " school classes, and the performance of the Bareilly boys augurs well for their " future career. But the morning's defeat was too complete to be retrieved, and they " pay a heavy penalty for their carelessness—for to carelessness, either in scholars " or teacher, ignorance of the text of Euclid must be due. Though at least equal in " ability to any of their opponents, they are beaten in the Class List both by Agra " and Etawah.

" Of the Ajmere quota, Nami Chand sent up good papers in Arithmetic ;—the " rest did poorly. Rugh Nath, of Etawah, did a good paper in Arithmetic, but " sent up no Algebra. The boys of this school were not partial to Algebra: they " usually—and this rule had only one exception—did nothing in the latter half of " the paper except the simple equations. The Benares, Ajmere, and Etawah boys " evade all demands upon their intellects which require to be satisfied by general " reasoning. They either do not know or purposely mistake the aim of such ques- " tions. Only one of them—a Benares boy—proved that $\frac{a}{b} = \frac{a \times c}{b \times c}$. Most of them " were content with asserting the identity of the two fractions, the very theorem " which they were asked to demonstrate. Again and again I received technical " rules for finding the G. C. M. and L. C. M. of two algebraic expressions, instead " of the 'explanation and proof' of the said rules, for which I asked. In this " respect the boys from these institutions are far behind their Agra and Bareilly " class-fellows.

" On the whole, Agra is first. The Agra average is slightly the highest, and " Madho Dass and Sava Ram, both from that College, head the list and gain 40 " marks. The Benares Class, owing to its size, has the lowest average; but I " consider that it has done quite as well as Bareilly and Ajmere. Several of the " boys are well placed, and, if the first eighteen boys in the class are taken—a " reduction which would still leave the Benares contingent the most numerous— " the average becomes equal to that of Bareilly. The averages are as follows :— " Agra, 27; Etawah, 26; Bareilly, 24·5; Ajmere, 24. Average of the first 18 " Benares boys, 24·5."

29. I hope Mr. Baron's discriminating remarks will be fully studied and appreciated by the present teachers of the class in question. Nothing but intelligent *teaching* will bring the study of Elementary Mathematics in our Colleges to a proper level, for the perceptive powers of the native mind are weak, and they lean on the memory as a relief from the exercise of thinking. The marked failure of the Bareilly boys in Geometry demands explanation, and the Principal is requested to report the name of the teacher of the class in this subject.

30. The Examiner in History and Geography reports:—

" This class is not generally a very satisfactory one. The Agra Class wrote a " great deal of matter either entirely irrelevant or else unimportant. Hence, pro- " bably, many of them will be surprised to find such an amount of writing so " poorly paid. Ghunsham Narain has answered fairly enough, but his English " is so bad in places as to render the sense quite unintelligible. Another, Tara " Chand, I find marked 'disgraceful.' The Geography papers are better, but there " is one serious defect pervading nearly all the Colleges :—they seem to be utterly " unable to draw, even in the roughest possible way, such portions of a country's " outline as are generally required in an Examination. There was one question " completely misunderstood by nearly every boy in every College :—They were " required to contrast the natural features of Africa and America. Some said that " the Africans were black, and had flat noses and big lips; whereas the Americans, " on the other hand, were brown;—while the generality of students contented " themselves with drawing side by side two subjects all more or less like distorted " balloons, without any words explanatory of the diagrams.

" The Benares College is much better in Geography than the other Colleges, " and its students seem to have a much better idea of mapping. Many of the " students did their outlines, if not very accurately, at least neatly.

" The Bareilly College exhibits a fair average, and Jae Lal and Goorsaran Lal " have done well in History; but neither of them very well in Geography. Tulsi

" Ram has done badly: he has obtained no more than 18 marks. Moonir-uddin " Ahmed, too, only exceeds him by one mark.

" The Ajmere School has sent up some very fair papers in both History and " Geography. One boy deserves great praise for his accuracy in History, and " especially the neat arrangements of his answers to Geography questions.

" The Etawah School is not so satisfactory. Mahomed Ali obtains only 12 " marks in Geography, and only one boy (Bankey Lal) has been able to make as " many as 51 in History. The Second School Class is an important class, as it is " so soon to present itself for matriculation, and they therefore require especial " care and nurture."

31. The Examiner entrusted with the papers in PERSIAN AND URDU reports that the papers of 47 boys came under his inspection, as per margin.

Agra,	...	7
Bareilly,	...	16
Benares,	...	14
Ajmere,	...	6
Etawah,	...	4
		47

The subject of the morning paper was *Muntakhabat-i-Farsi*, Part II., with questions in Persian and Arabic Grammar, and in Prosody. The afternoon being given up to translation, the time allowed for the morning subjects was necessarily limited, and full justice could not be done to the languages. Another day will be set apart in future. His particular criticisms are as follows :—

" *Agra College.*—Radha Kishen, the first student, though he answers well " generally, calls حیا masculine. Jagan Nath renders the Persian sentence " عرق رحولیت در حرکت آمد into Urdu as follows :—بموجب حیا و شرم إنساني عرق عرق هو گیا— " probably supposing the word عرق (artery) was عرق, which means *sweat*, and he " gives آویربدن as the infinitive mood of آویرد.

" Jafar Hosein also failed in supplying the infinitive mood of اویرد, and erro- " neously states that the word ورنه (else) is derived from وراے (except), and اند " and بها from به ف and ا. In parsing the same boy says that the pronoun " 'he' is understood in the noun زید ; and likewise that in the word قاضي the letter " ي is باے متکلم.

" Ghunsham Narain, besides other mistakes, strangely scans the couplet,

بگویم با تو از تحقیق این کار چنان کانجا نباشد هیچ إنکار

" by the metre فعولن فعولن فعولن فعول, which is called by him هزج مسدس مضارع—a curious " name; and defines کلمه thus foolishly,—

کلمه اُسکو کہتے هیں جو آواز منهه سے نکلے اور اُسکے کچهه معني نه هوں اور اُسکو کلام بهي کہتے هیں

" and writes منفوص as منفوس;—in short, his paper is full of mistakes.

" Almost all the students of this class are very deficient in Grammar, Pro- " sody, and Explanation.

" *Bareilly College.*—Iswari Pershad, the top boy of this class, writes مشارالیه as " مسارن الیه, and says the word بها is a compound of ف meaning بیچ, or 'in,' and ها " meaning 'value' in Persian language. " Tulsi Ram defines کلمه as

کلمه آنست که چوں قائلش برآن سکوت کند سامعش را خبرے یا طلبے ازو حاصل شود چوں (ضرب زید عمرا)

" and gives the اعراب of برید and عمر, just as in دلو, all wrong. "Dalthamman Singh " forms the aorist tense and the imperative mood of کسیختن as کسیخد and گسیم, and " the infinitive mood of گسلد as گسلیدن. Debi Pershad ridiculously states that the " word ورنه is a corruption of اور نهیں, and points out no difference between these " sentences زید قام and قام زید.

" The students of this class are far better in Grammar and Prosody than " those of Agra.

" *Benares College.*—Siva Govind, the first boy of the class, left the question of " Prosody unanswered. Ajudhia Pershad states that the جر is a اعراب of مضارع .

" There is no need to swell the Report by detailing each mistake of each stu- " dent, yet I should not omit to notice a few boys more, such as Mosahib Hosein, who " carelessly renders this Persian line,—

شعلهٔ آتش محبت از کانون سینهٔ او زبانه زدن گرفت و از سر وجد و حالت گفت

" into Urdu as,— اُسنے کلام بیجا کہا اور گالي دینا شروع کیا اور سر اُٹھایا اور کہا. Lukshmi Narain " marks the following words in a strange fashion :—

Genitive.	*Accusative.*	*Nominative.*
القاضي	القاضي	القاضي
عمر	عمر	عمر
اثنون	اثنون	اثنان

" Hanuman Pershad derives فبها from ف and بها, meaning well or good, *i. e.*, capi- " tal; and ناهمواري from ن and همير, meaning 'level;' and defines كلمه, 'it is a one word.'

" Chunu Lal (minor) calls سازد the aorist tense, from سوزيدن : and Chunu Lal " (major) foolishly scans the couplet,— بگويم با تو از تحقيق اين كار چنان كانجا نه باشد هيچ إنكار " by an extraordinary metre مفاعيلن repeated ten times; he writes مررت برجل as مررتو برجل, " and states that the roots of فرزانه and فبها are فر and فيه

" *Ajmere School.*—Goolam Hosein traces the root of فبها ف and بها, meaning بهتر " (well), and does not know the simple اعراب of عمر مضارع and قاضي . " Nami Chand defectively writes رجل and ذالك as رجول and ذليك, and defines " مركب غيرمفيد 'it is " just opposite to the كلمه.'

" *Etawah School.*—Har Sahai gives قام زيد as an example of مركب غيرمفيد, which " is grossly incorrect, and likewise reckons the جر as a اعراب of مضارع, and does not " attempt the question in Prosody. Bankey Lall ignorantly states that the جمله انشائيه " is formed of two جمله, either اسميه or فعليه, and جر is the اعراب of مضارع. Chheda Lall " likewise traces the فب and ها as the roots of فبها.

" The students of Etawah are specially deficient in Grammar and Prosody."

32. The Examiner in SANSKRIT AND HINDI reports as follows:—

" The course of studies for this and the next class pursued in the different insti- " tutions was not uniform, as in the above two classes. The subjects read by the " Benares Classes exceeded by three times those studied in the other institutions, in " range, quantity, and difficulty. Of these, again, the Ajmere Classes read the most, " and the Agra the least. The questions therefore could not but be different for " each institution, with the exception of some that were common to all. I tried, " however, to make the papers as much upon a par as the circumstances of the " case permitted; yet it must be remarked that the odds were against Benares, " being more or less on the side of the other institutions, but mostly of Agra. The " three questions in *Rámáyana*, however, added to the paper for the Ajmere stu- " dent of the Second School Class (at the request of the Superintendent, latterly " communicated), made it longer than those set for the other institutions. The " annexed is the comparative table of the average percentages :—

College or School.	Sanskrit, Hindi, and Bengali—50.	Translation—50.	Total—100
Ajmere, ...	37	31	68
Agra, ...	24·44	29	53·44
Etawah, ...	25	27·66	52·66
Benares, ...	19·4	30·7	50·1

SANSKRIT, HINDI, AND BENGALI.—It will be seen that the single student from Ajmere stands decidedly the first, his answers being remarkably full and correct. It is, however, curious to observe that the only question he left out was one respecting declensions of words which were different from, but precisely similar to, those given in the text-book. The Etawah and Agra Classes were very much upon a par—the former having a slight advantage, as might be expected from the circumstance of its consisting of three students, against nine of Agra. The papers from both these institutions were creditable. The average obtained by the Benares Class is very low: it generally failed in the *Upakramanika* (from which the questions were for the greater part drawn); but most of the Bengali students, and one Hindi, answered the question in *Laghu Kaumadi* remarkably well. Hema Chandra Chaturjia, however, could not answer one question correctly.

THIRD SCHOOL CLASS.

33. The total of boys examined in this class was 111, as per marginal detail; and the respective averages gained are shown in column 2. The class average is very good, considering the large number of boys examined, and is rather more than 31.

Agra, ...	21—33·75
Bareilly, ..	18—31·61
Benares, ...	52—29 61
Ajmere, ...	10—35·12
Etawah, ...	10—31·35

As in the case of the Second Class, one boy only, Basdeo (Agra), gained above half-marks, and he is *facile princeps*.

The best average is that gained by the Benares Class.

34. The Examiner ENGLISH LITERATURE reports on this class as follows :—

"The spelling of the Agra Third Class is inferior, but the passages given for "explanation were fairly done. I was much pleased with the neatness of the "Bareilly papers of this class, contrasting most favorably with the papers of the "same class in the other colleges and schools. In point of neatness and method "in writing out answers, the students, especially of the School Classes of the "Bareilly College, show a marked superiority. The Third Class of the Benares Col-"lege gains a low average, in consequence of the large number of boys it contains; "but many of the papers are good, especially those of Prosunno Coomar Bhutta-"charjia in Poetry, and Purshothma Dass in Prose."

"I find, however, several marked for bad spelling, and I would recommend to "them all a more careful study of their grammars. The Third Class of the Etawah "School does not seem in a very good condition as regards the English subjects "which appear to me to have been read rather carelessly. The spelling and "writing of this class are below the average. The Ajmere Third Class is a very fair "one. I should remark that there seems to be too much encouragement given in "the School Classes to abbreviated forms of writing answers."

"I met with several instances like the following :—'Sire—C. N., 3 P., S. N., "which was meant to parse the word *sire*; and 'Wm. Cr.' to represent William "the Conqueror."

"Considering that they have still two years' training before they go up for "matriculation, the boys of the Third Class promise well. I even venture to sug-"gest that several of them are in English fit for next year's Entrance Class."

35. Mr. Cooke's concluding suggestion will be best judged of by you.

36. The Examiner in MATHEMATICS reports as follows :—

"The Third School Class has done well in Euclid, but its performance calls "for no special remarks. Most of the boys have a fair knowledge of the text, and "some of them have obtained high marks. The 'tail' of the Benares division "broke down completely; but allowance must be made for its abnormal size. The

" Ajmere and Etawah boys, like their seniors in the Second School Class, write " 'square of A. B.,' for 'square on A. B.'

" It was to be expected that boys so young as these would fail in applying " their knowledge to deductions. I append the names of the few who, by success- " fully standing this severer test, have proved that they possess not only industry, " but inductive talent. They have not in all cases obtained high marks, but it may " well happen that a boy who has given time and thought to the solution of a prob- " lem may be beaten by an inferior opponent, who, conscious of his own want of " ability, has never once glanced at the deduction, but has kept steadily writing out " propositions during the allotted three hours. Basdeo Sahay, of Agra, and Rama " Swarup, of Benares, each did two riders; Bishun Lall, of Bareilly, did one rider, " and obtained half marks for another. Each of the following boys did one " deduction,—*viz.*, Hanooman Prasada, Janki Prasada, and Sukhadeva Sinha, all " from Benares; Gobind Pershad and Nirotum Lal, of Agra; Chhoony Lal, of " Bareilly; and Bahadur Mul, of Ajmere. Gopal Narain, of Agra; Kunhia Lal, of " Bareilly; and Brijkishore and Rughoo Nath, of Etawah, each obtained half " marks for a deduction.

" *Arithmetic and Algebra.*—In this paper Agra and Ajmere have done well. The " Bareilly boys made a fair score; they sent up a great deal of work, but lost " marks by inaccuracy.

" The Etawah performance is slightly inferior to that of Bareilly, and the Eta- " wah papers are very untidy. The Benares boys have done very badly in this " subject; their contingent, and that from Etawah, lost many marks by a trick of " leaving out the work of a question, and only sending up the answer. This prac- " tice, which I reprobated two years ago, is still very common among them, and " prevails to a less extent in the other divisions of the class. A reference to the Class " List will show that Agra again bears away the palm. Not only is the Agra aver- " age the highest, but Basdeo Sahoy, of Agra, is first, with 60 marks; and seven out " of the first twelve boys are from that College.

" Of the other institutions, all except Benares have done well. The low aver- " age of Benares may be partly accounted for by the unprecedented size of the " class; but it must be borne in mind that, though a class of fifty cannot be raised " to such a high level as one of ten or twenty, it may fairly be expected to contain " a number of clever boys—the chance of individual excellence varying directly as " the size of the class. Now, if the first twenty of the Benares boys are taken, their " average is still lower than that of any other school. Moreover, of the first thirty " boys in the list only two have the affix 'Benares;'—one of these is bracketed " sixteenth, and one is bracketed twenty-first. Lastly, the 'tail' of the list consists " of twenty-eight Benares boys, who follow each other in a succession, the monotony " of which is unrelieved by a single pupil from Agra, Bareilly, Ajmere, or Etawah. " No hypothesis but that of inferiority can explain so complete a defeat.

" The papers sent up by the Third School Class are badly arranged. If any " order is preserved, it is that in which the questions are answered by the examinee; " whereas the order in which they are set by the Examiner is that which ought to be " followed. In Arithmetic several answers are often written on the same sheet of " paper. Some of the Bareilly boys make a book, and write in it continuously, set- " ting down any ideas that come. Thus, part of an answer appears on one page, " then other questions are tried, and after a while appears the remainder of the first " answer, separated from the beginning by a quantity of irrelevant matter. To the

" Examiner is left the task of finding out what parts of the book correspond to his " several questions. I must except from this censure the Agra Euclid papers, which " are not only neatly written, but properly arranged.

" The averages obtained are,—Agra, 35; Ajmere, 31; Bareilly, 31; Etawah, " 30, Benares, 19. Average of the first twenty Benares boys, 27. One of those faults " which are peculiarly difficult to measure, because, though vitiating the Mathema- " tical work, they are probably due in a great measure to imperfect knowledge " of English, often appears in both the school classes:—In the Algebra papers " mistakes are often made in writing the letters which serve for algebra signs. A " capital letter and the corresponding small letter are freely interchanged, even " when they have been in the first instance used to represent different quantities; " and sometimes two or three letters successively stand for the same quantity in the " course of the proof. The following proof of the rule for finding the L. C. M. of " two algebraic expressions was given by a boy in the Second School Class:—

" 'Let A and B denote two expressions, and D their least common multiple. " 'Suppose $A=aB$, and $B=pB$. Then by the nature of greatest common measure " 'A and B have no common factor;—therefore the expression of lowest dimension " 'which is measured by aB and pB is $a\ b\ d$!'

" I believe the boy understood the proof, for if the right symbols are substi- " tuted for those which he has written, the explanation, though too short, is correct; " but so thoroughly did he confuse, and so skilfully misplace the letters, that I did " not feel justified in giving him a single mark. In conclusion, I have pleasure in " observing that in both the School Classes the Agra and Benares papers are neatly " and well written. Those from Bareilly, Ajmere, and Etawah, though much " neater than they were in 1864, are still capable of improvement."

37. The Examiner's remarks are just the sort of criticism required. It is easy to find fault, but to do it with judgment and point is difficult. Credit is due to the teaching of the Agra Classes, and I am pleased to notice that the success of Munshee Sukhdeo Bukhsh at Bareilly follows him to Agra. The inferiority of the Benares Class is partly due to its size; but, as Mr. Baron shows, this explanation is insufficient under the circumstances, and the Principal is requested to report the name or names of the teacher or teachers employed.

38. In History and Geography this class fails to gain much praise. As usual, gross carelessness has been committed in spelling the names of persons and places, and all boys condemned by the Examiner will be punished. His remarks are as follow:—

" This class is generally remarkable for bad spelling and great slovenliness.

" In the Agra College two boys have done very fairly in History,—Basdeo Sa- " hai and Brij Mohun Lal; but the latter makes up for it by carrying off only 17 marks " in Geography. Narain Dass gets 7, Rughber Diyal 2, Nila Dhar 3, marks. Some " punishment ought certainly to be assigned to these boys. There are several others, " too, who obtain only about 11 or 12 marks. As instances of very bad spelling " may be given these of Gobind Pershad's:—

" Misespi is supposed to be meant for Mississippi.			
" Fernendipo,	"	"	Fernando Po.
" Madagasere,	"	"	Madagascar.
" Siera Leon,	"	"	Sierra Leone.

" The History papers are much better, and are generally accurate and neatly " done.

" In the Benares College Class I find some very ugly notes against some of the " papers. They seem to think that a proper name has no claim to be treated with " ordinary respect, but may be spelt anyhow. 'Cycily,' 'Thracemen,' 'Tyberious,' " Grachus,' is Suka Deva Bajapaie's method of spelling certain well-known names; " 'Hillena' and 'Maretious' that of Hunooman Prasad; while one boy tells us that " 'Hellan is the most important African island, famous for having been conquered " by Numa Pomplious.'

" *Bareilly.*—This class has sent in a few good papers, both in History and Geo- " graphy, and but few very strikingly bad ones. Bishan Lal, in History, and Chunni " Lal, in Geography, are deserving of commendation. The papers are nearly all " neatly done, but Kalka Pershad has some very careless specimens of spelling—*e. g.*, " 'batter' for 'battle,' 'exdition' more than once for 'expeditiou.' Golab Ray " throughout his paper spells 'empire,' 'emire;' and against Lal Mun's name I find " 'disgraceful carelessness in spelling' marked—*e. g.*, 'spulcher' for 'soulptor,' and " several other words nearly as bad. Ram Sahay would have gained many more " marks but for an error in judgment. He has exhausted his time on three ques- " tions, which he has answered very fully, to the exclusion of the others: hence " his marks are much lower than they would have been had he been more judici- " ous in husbanding his time.

" *Benares.*—This class is fair in History, but very deficient in Geography. " There *are* boys who have obtained very high marks—*e. g.*, Madhava Prasad, " Bataka Prasoda, &c.; but so many have done badly that the average has been " reduced very low. Some of the boys have quite misunderstood the questions;—one " boy, for instance, attempts to answer question by giving a sketch of the consti- " tution of Athens and Sparta. Basanta Kumar Palit has some strange methods of " spelling:—'Caene—Cannœ,' 'Polus'—'Paulus,' 'Sisyly'—'Sicily,' 'Consols'— " 'Consuls.' Siri Narain Sinha writes 'sentury,' 'phylosophy.'

" I have a great many more specimens of very bad spelling, but they would " fill a whole sheet at least. This class should be looked after very carefully, or " they will become confirmed bad spellers and slovens.

" *Ajmere School* has sent up some very respectable papers in Geography and " History, though not so good in the latter. The boys spell pretty well, and have " on the whole a tolerably accurate method of answering. They, however, seem " chiefly to have failed from not clearly understanding the History questions, though " they would seem intelligible enough. The Geography papers are better, as, from " the nature of the questions, more depends on individual exertion and good memory " than in History, where there is more scope for judgment.

" *Etawah.*—This sins grievously in the spelling of proper names, but has other- " wise done pretty well. Ram Kuar and Bahadur Mul are the two generally best, " and deserve a certain amount of praise; and there are no very low marks except " Ghaver Chund and Incha Dial, who obtain 12 and 16 respectively."

39. As regards the ARABIC, PERSIAN, AND URDU of this class, the Moulvi who examined reports that 59 lads came before him as per marginal detail. The subjects were nearly the same as in the Second Class. His particular remarks for each College are as follows:—

Agra, ...	12
Bareilly, ...	17
Benares, ...	22
Ajmere, ...	3
Etawah ...	5
	59

" *Agra College.*—Ali Naqi is the best boy of this class, " and his handwriting is also excellent.

" Bankey Lal is a most deserving boy, for his merit in explaining a Persian " passage, which had also a few lines of poetry, which he translated into Urdu in " a neat, plain style and metre; but it is strange that he failed to point out the " metre of the lines which are given below—

فارسي		اُردو	
نه توفیق خدائے داد گستر	که علم و عقل زو دارد سخنور	ندا دادگستر کي توفیق سے	که علم و خرد حس سے موجود هی
همون بخشد بیان و فهم و ادراک	خداوندے که هست او دارو پاک	وهي بخشتا فهم و ادراک هی	جو ایسا خدا دارو پاک هی
بگویم باتو از تحقیق این کار	چنان کانجا نباشد هیچ انکار	یهه کهتا هو نمیں تجکو تصدیق سے	نه تقلید سے بلکه تحقیق سے

" Janki Ballabh very poorly explains the Persian sentence—

ازآنجا که حمیت انسانیت بود عرق رجولیت بحرکت آمده

" as اُسکي انسانیت جاتي رهي اور عرق رجولیت کا اُسمیں آ گیا

" *Bareilly College*.—Chunni Lal forms the aorist tense of تفعیل as تیفعل, and " gives the infinitive mood of گسلد as گسلیدن, and writes فیها as فیهما, and says that it " is an adjective. Shib Sahai gives the imperative mood of تفعیل as فع. Basunt " Rai, in the same way, makes صریف the imperative mood of تصریف. Jawahar Lal " gives this metre فعولن فعولن فعولن فعول for the scansion of the مصرعه—بگویم باتو از تحقیق این کار

" *Benares College*.—Hanooman Prasad is very backward in Prosody, and " gives the metre فاعلاتن فاعلاتن فاعلات for a مصرعه, instead of مفاعیلن مفاعیلن مفاعیل. Benaick " Pershad renders the sentences سخن بشنید and عرق رجولیت بحرکت آمد into Urdu as " گفتگو سنا and عرق رجولیت کا گرنے لگا, and ignorantly says that the verb گویم requires three " objectives. Ali Hosein stupidly answers the 4th question as follows :—

علی هذا اصل میں علی هذوا تها واو گر گیا علی هذا هوا فیها اصل میں فیهوا تها واو گر گیا فیها هوا ناهمواري اصل میں ناهموواري تها واو گر گیا ناداني اصل میں ناوداني تها واو گر گیا ناداني هوا فرزانه اصل میں فرزوانه تها واو گر گیا فرزانه هوا خاصیتے اصل میں خاصیتوے تها کسره واو سے نقل هوکر حرف ماقبل یعني تے کو دیا گیا واو گر گیا خاصیتے هوا تگابو اصل میں تگاوپو تها واو نکل گیا تگابو هوا ورنه اصل میں وورنه تها واو دور هو گیا ورنه هوا

" Balkrishn gives the following strange rule for forming the Arabic past " tense:—' It is formed by prefixing کانه in ماضي مطلق, when the word گانه (Persian " ' word) cannot be introduced into the Arabic language at all.' In short, all the " boys of this class are very deficient in Grammar and Prosody.

" *Ajmere School*.—None of the boys answered the metre question, Incha Dial " excepted; but it is strange that, in scanning the given line of poetry, he was " unable to write a single foot رکن of metre correctly. Hur Narain foolishly wrote " that the roots of تگاپو and ورنه are تگب and ورنه respectively.

" *Etawah School*.—The questions in Prosody were left undone by the whole " class, and Hur Narain and Rashk Behari are deficient in all respects."

40. It is evident that the subject of Prosody has been neglected by the majority of the class teachers, and you are requested to call them to account.

The treatise *Risalai Uruz* is succinct and easy, and ought to be mastered in a short time by a lad who knows anything of Persian Poetry.

41. The Examiner in SANSKRIT reports as follows :—

" The comparative table of this class stands thus :—

College or School.	Sanskrit—50.	Translation—50.	Total—100.
Ajmere, ...	37	28·14	65·14
Agra, ...	28·66	28·11	56·77
Benares	21·14	30·43	51·57
Etawah, ...	21·4	26·8	48·2
Bareilly, ...	2	25	27

Agra,	...	9
Bareilly,	...	1
Benares,	.	28
Ajmere,	...	7
Etawah,	...	5

" *Sanskrit.*—The Ajmere School again stands at the head of the table;—all " the seven that came up from the institution having done " remarkably well. Indeed, in their acquaintance with " every part of the subjects, they stand at a great distance " from the students of the other institutions. The Agra Class " also acquitted itself very creditably. From Etawah there were three good " papers. Of the Benares Class, which consists of the very large number of 28 stu- " dents, a considerable proportion did satisfactorily. The Bengali boys seem ge- " nerally to have neglected their *Upakramaniká*, in which they were excelled by " their Hindi class-fellows; but the former explained the *sútra* (aphorism) asked " in the *Laghu Kaumudi* with an intelligence and care that reflect credit both on " themselves and their teacher. They know also the roots of words better than the " Hindi boys. I have, however, to impress upon both this and the Second School " Class of Benares the necessity of thoroughly mastering the *Upakramaniká* before " they can profit fully by the study of the *Laghu Kaumudi*. Lal Man, the only boy " from Bareilly, Jadu Rao, of Etawah, and Ganesa Misra, Prasanna Kumar Palit, " and Rajindra Nath Majumdar, of Benares, failed disgracefully. The students " that merit special commendation in this class are Bapudeva Sahaya, of Agra; " Payre Lal, of Ajmere; and Purushothama Deva and Sukha Deva Bajpai, of " Benares."

42. *School Department Translations.*—The pieces set were a short extract from the easy Urdu of the *Itihas Timir Nashuk* and a short English sentence to be turned into Urdu. I regret that I cannot allot much commendation for the attempts sent in. The best and the worst translations in the Second Class in both languages are put up for your reference, and in the Third Class the best only (as the worst are, as perhaps was likely, simply unintelligible).

I cannot see many signs of practice in translation generally. Perhaps, on the whole, the Urdu rendering was a little better than the English in both classes, and the spelling of one language as bad as that in the other.

The following table shows the relative merits of the class, school by school:—

School.	Urdu into English.			English into Urdu.		
	Good.	Middling.	Bad.	Good.	Middling	Bad
Agra, ...	0	0	7	1	4	0
Bareilly, ...	0	9	7	1	9	6
Benares, ...	2	10	2	2	9	3
Ajmere, ...	0	3	1	0	4	0
Etawah, ...	0	1	5	0	4	2
Total, ...	2	23	22	4	30	11

N. B.—Two Agra boys sent in no Urdu translation. They received an average mark for a Persian version instead.

43. As specimens of the English translations sent in, I here note a few of the strangely silly attempts at the last sentence of the piece, *viz.* :—
فرمایا صاحبو اگر میں نے کچھہ قصور کیا ہو تو معاف کرو which I select for its simplicity :—

Radha Kishen (*Agra*).—" He wanted forgiveness for any distressed he caused " there."

Gopi Narain (*Agra*).—" He said that gentlemen pardon all his faults, if any " might have been committed by him."

Debi Pershad, I. (*Bareilly*).—" Please to pardon me from those faults which " had been committed with me in some previous times in your favor."

Dalthaman Sing (*Bareilly*).—" He said,— O! my sincere friends and orna- " ments of my court,—please forgive me if I did any fault."

Hanuman Pershad (*Benares*).—" Sirs, pardon me if I be guilty of crime."

Siva Gobind (*ibid*).—" Excuse my faults, if I committed ever, sirs."

Sookhdeo (*Ajmere*).—" Oh! nobles, if he has committed any fault, pardon it."

Chheda Lal (*Etawah*).—" Said,—' That you will kindly forgive all the faults " which I have committed in your respect."

44. The first sentence was perhaps difficult to turn neatly, and so all failed. Many took refuge in the literal ' the disease made a house in his body.' The spelling was not generally discreditable, but it is quite evident that more practice in expressing English idioms in written language is required. The same may be said with respect to the Third Class, whose translations are generally inferior to those of the Second Class, as might be expected, and are filled with absurdities too many to repeat. The following table shows the relative merits of the class, school by school :—

III —*School Class.*

School	Urdu into English.			English into Urdu.		
	Good	Middling.	Bad	Good.	Middling	Bad.
Agra, ...	1	2	4	1	5	2
Bareilly, ...	1	9	7	0	16	1
Benares, ...	3	12	7	1	15	6
Ajmere, ...	0	1	2	0	2	1
Etawah, ...	0	2	3	0	4	1
Total, ...	5	26	23	2	42	11

N. B —Some of the Agra students who took up Persian as a second language neglected to furnish translations in the Vernacular, as in the case of the Second Class, and received only an average mark.

The totals show that the Urdu translations of this class were generally superior to the English."

45. Of the translation papers which fell to the Examiner in Sanskrit and Hindi, he remarks as follows :—

" In translation, especially in that into English, the Benares boys displayed " marked superiority. The translations given by the Ajmere student were very " fair, and those by the Agra and Etawah Classes tolerably good. I have, how- " ever, to observe that the Etawah boys generally gave free and loose translations ; " nor can I pass over the curious and sometimes altogether novel phraseology of " many of the Agra boys. For instance, the Persian word قانون is unhappily wed- " ded to the Sanskrit अनुसार in the hybrid compound क़ानूनानुसार;गुरु is encum- " bered with a long tail in गुरुर्घेदीर्घ, and स्थापित is miserably distorted into " इस्थाभ्यत.

" In this class (Third School Class), as in the above, the Benares students are " decidedly the best English translators. I am also generally satisfied with the " English translations from the other institutions. On the Vernacular translation " of this and the Second Second Class I have to remark in general that, though not " absolutely bad, it is not marked by that correctness of idiom and orthography " which is expected from students writing in their own tongue."

46. It is interesting to compare the numbers of students examined by the Board in 1863 with those now registered for the Colleges of Agra, Bareilly, and Benares, and Ajmere School. In that year the total of the College Departments in four College Classes examined was 48. This year the Senior and Junior Classes alone, irrespective of the Entrance Class, which now belongs to the School Department, came before the Board—31 students in the two together. And now, at the beginning of the new year, we have between 70 and 80 students in all classes of our College Departments, all undergraduates of the Calcutta University. Of these, 30 belong to the Benares College. In the School Department of 1863, the total in the two upper classes examined was 77 : it is now considerably more than double. But perhaps the contrast is clearer in the number of boys prepared for the Entrance Examination, Calcutta University. In 1863 only 23 boys went up. In 1866 this number was prepared at Benares alone, and the whole number of candidates was 49.

47. I conclude with expressing my hopes that increased facilities for instruction may be available in the appointment during the year of the additional Professors sanctioned by the Government of India. The work has been very heavy during the year now past, and my thanks are due to you and the Professors for the cheerfulness with which you have encountered it; and the results of the Examination, considered in the foregoing paragraphs, are very satisfactory under the circumstances.

I have, &c.,

(Sd.) M. KEMPSON, M.A.,

Director of Public Instruction, N. W. P.

Statement shewing the Result of the Departmental Examination, December, 1866.

I.

SENIOR COLLEGE CLASS (II. DIVISION).

Number.	Name of Student.	College.	English Literature.	Mathematics.	History, &c.	Oriental.	Total.	Percentage.	Remarks.
1	Rattan Chand, ...	Agra, ...	49	41	79	68	237	59·25	
2	Sunder Lall, ...	Bareilly, ...	57	40	53·5	63	213·5	53·37	
3	Gulzar Behari, ...	Agra, ...	49	16	74	61	200	50·	
4	Purmeshri Dass, ...	Bareilly, ...	49	29	58·5	62	198·5	49·62	
5	Hit Kishore, ...	Agra, ...	45	19	63·5	65	192·5	48·12	
6	Baroda Pershad, ...	Benares, ...	47	23	65	50	185	46 25	
7	Chander Shekhr, ...	Bareilly, ...	28	31	37·5	49	145·5	36·37	

II.

JUNIOR COLLEGE CLASS.

1	Balkrishna, ...	Benares, ...	55	37	71	77	240	60
2	Ali Raza Khan, ...	Agra, ...	47	34	45	78	204	51
3	Uma Cherana Mokerji,	Benares, ...	62	33	52 5	53	200·5	50·12
4	Tej Pal, ...	Agra, ...	53	45	53	49	200	50
5	Chheda Lal, ...	Bareilly, ...	56	45	43	55	199	49 75
6	Kishen Lal, II., ...	" ...	50	46	42	56	194	48·5
7	Gordhun, ...	Ajmere, ...	57	23	52·5	53	185·5	46·37
8	Niaz Ahmed, ...	Bareilly, ...	31	30	48	69	178	44·5
9	Shyama Charn Banerji,	Benares, ...	45	21	51	58	175	43·75
10	Ajoodhya Prasad, ...	" ...	34	31	53·5	49	167·5	41·87
11	Dori Lal, ...	Bareilly, ...	39	46	33·5	40	158·5	39 62
12	Hazari Lal, ...	Ajmere, ...	50	26	41	41	158	39·5
	Kishen Lal, ...	Bareilly, ...	46	35	33	44	158	39·5
14	Jogul Kishore, ...	" ...	32	29	31·5	64	156 5	39·12
15	Kunhya Lal, ...	" ...	42	23	36	51	152	38
16	Okhey Coomar Mittr, ...	Benares, ...	44	5	62·5	28	139 5	34 87
17	Mohun Lal, ...	Bareilly, ...	39	20	37·5	38	134·5	33 62
18	Mohun Lal, ...	Agra, ...	38	18	51	25	132	33
19	Buldeo Pershad, ...	Bareilly, ...	30	32	30·5	32	124 5	31·12
20	Gunga Pershad, ...	Ajmere, ...	31	8	29	56	124	31
21	Nobin Chander, ...	Agra, ...	50	10	37 5	26	123·5	30 87
	Sham Lal, ...	" ...	37	21	32·5	33	123·5	30·87
23	Deo Pershad, ...	" ...	38	14	35	35	122	30·5
24	Ram Chandr, ...	Ajmere, ...	38	7	29	29	103	25·75

Statement showing the Result of the Departmental Examination, December, 1866.—(Contd.)

III.

SECOND SCHOOL CLASS.

Number.	Name of Student.	College or School.	English Literature.	Mathematics.	History, &c.	Oriental.	Total.	Percentage.	Remarks.
1	Behari Lal, ...	Benares, ...	48	29	50·5	74	201·5	50·37	
2	Her Narain, ...	Ajmere, ...	39	22	51·5	68	180·5	45·12	
	Banki Lal, ...	Etawah, ...	48	33	48·5	51	180·5	45·12	
4	Kashi Nath Sinha, ...	Benares, ...	32	35	58·5	52	177·5	44·37	
5	Radha Kishen, ...	Agra, ...	34	23	60·	58	175·	43·75	
6	Jawahir Sinha, ...	Benares, ...	33	23	45·5	73	174·5	43·62	
7	Madho Dass, ...	Agra, ...	29	40	34·	67	170·	42 5	
8	Thakur Dass Sanyal, ...	Benares, ...	39	19	49·5	59	166·5	41·62	
9	Seva Ram, ...	Agra, ...	20	40	48·5	55	163·5	40·87	
10	Rughu Nath, ...	Etawah, ...	28	31	42·	59	160·	40·	
11	Nursinha Dass, ...	" ...	35	31	41·5	51	158·5	39·62	
12	Siva Gobind Prasada, ...	Benares, ...	27	28	39·5	63	157·5	39·37	
13	Dewaki Nundun, ...	" ...	42	18	51·5	40	151·5	37·87	
	Mosahib Hosein, ...	" ...	31	23	36 5	61	151·5	37·87	
15	Busunt Rai, II., ...	Bareilly, ...	27	33	49·	42	151·	37·75	
16	Grish Chandr, ...	Benares, ...	27	10	47·5	66	150·5	37·62	
	Behari Lal, ...	Bareilly ...	36	30	29·5	55	150·5	37·62	
18	Sookh Deo Pershad, ...	Agra, ...	27	25	36·	62	150·	37·5	
19	Ajodhya Prasad, ...	Benares, ...	22	33	44·5	50	149·5	37·37	
20	Ghunshum Narain, ...	Agra, ...	33	35	44·	34	146·	36·5	
	Jafur Hosein, ...	" ...	33	26	34·	53	146·	36·5	
22	Faiz Ahmed, ...	Bareilly, ...	33	19	36·	56	144·	36·	
23	Anundi Lal, ...	Ajmere, ...	30	24	37·5	52	143·5	35·87	
24	Mokund Ram, ...	Benares, ...	28	21	57·	37	143·	35·75	
25	Hursahai, ...	Etawah, ...	33	23	42·5	44	142·5	35·62	
	Shyam Lal, ...	Agra, ...	28	19	35·5	60	142·5	35·62	
27	Debi Pershad, I., ...	Bareilly, ...	31	15	46·	50	142·	35·5	
	Tota Ram, ...	Agra, ...	32	26	32·	52	142·	35·5	
29	Lukshmi Narain, ...	Benares, ...	37	26	38·5	39	140·5	35·12	
30	Goorsarun Lal, ...	Bareilly, ...	32	14	40·	54	140·	35·	
31	Jagan Nath, ...	Agra, ...	34	20	50·5	35	139·5	34·87	
	Nami Chand, ...	Ajmere, ...	24	36	40·5	39	139·5	34·87	
	Ishri Pershad, ...	Bareilly, ...	17	30	38·5	54	139 5	34·87	
34	Inder Narain, ...	Agra, ...	35	24	32·	48	139·	34·75	
35	Gopi Narain, ...	" ...	36	23	51·5	27	137·5	34·37	
	Bhajan Lal, ...	" ...	29	16	47·5	45	137·5	34·37	
37	Debi Pershad, II., ...	Bareilly, ...	43	29	23·	38	133·	33·25	
38	Brijo Nath Sirkar, ...	Benares, ...	28	15	55·	34	132·	33·	
49	Thakur Prasada, ...	" ...	28	21	36·5	45	130·5	32·62	
	Goolam Ali, ...	Ajmere, ...	20	23	28·5	59	130·5	32·62	
41	Mudari Lal, ...	Bareilly, ...	41	29	21·5	37	128·5	32·12	
42	Jai Dial, ...	Etawah, ...	29	27	24·	48	128·	32·	
43	Sohun Lal, ...	Bareilly, ...	33	26	40·	27	126·	31·5	
44	Toolshi Ram, ...	" ...	29	22	24·5	50	125·5	31·37	
45	Jai Lal, ...	" ...	34	16	40·	35	125·	31·25	
46	Hanuman Prasada, ...	Benares, ...	21	16	42·5	45	124·5	31·12	
47	Dulthummun Singh, ...	Bareilly, ...	22	20	31·	51	124·	31·	
58	Mithun Lall, ...	" ...	31	26	28·5	38	123·5	30·87	
49	Chunni Lal, II., ...	Benares, ...	20	31	41·5	27	119·5	29·97	
50	Girdhur Dass, ...	Agra, ...	23	33	15·	49	119·	29·75	
51	Chunni Lal, I., ...	Benares, ...	24	18	47·	29	118·	29·5	
52	Lalta Pershad, ...	Bareilly, ...	25	34	22·5	36	117·5	29·37	
53	Sahoo Mull, ...	" ...	21	31	29 5	35	116·5	29·12	
	Jujja Mull, ...	Benares, ...	23	18	22·5	53	116·5	29 12	
55	Munir Uddeen Ahmed,...	Bareilly, ...	28	18	24·5	45	115·5	28·87	
56	Hem Chandr Chaterjee,	Benares, ...	31	30	20·	33	114·	28·5	
47	Ram Sahai, ...	" ...	20	26	33·	33	112·	28·	
58	Iswari Prasada, ...	" ...	24	7	36·5	44	111·5	27·87	
59	Cheda Lal, ...	Etawah, ...	23	20	26·	42	111·	27·57	
60	Narain Prasada, ...	Benares, ...	15	23	28·	44	110·	27·5	
61	Shib Lal, ...	Agra, ...	30	27	15·	37	109·	27·25	
62	Mahadeo Chobe, ...	Benares, ...	24	14	19·5	49	106·5	26·62	
	Tara Chand, ...	Agra, ...	17	24	12.5	53	106·5	26·62	
64	Sookh Deva, ...	Ajmere, ...	29	17	24.	36	106·	26·5	
65	Raghoo Nath Pershad,...	Benares, ...	14	19	30·	42	105·	26·25	
66	Mohun Lal, ...	Agra, ...	25	23	23·5	28	99·5	24·87	
67	Gaja Dhur Lal, ...	Benares, ...	23	9	20·	47	99·	24·75	
68	Mahomed Ali, ...	Etawah, ...	17	19	20·5	32	88 5	22·12	
69	Tika Ram, ...	" ...	19	27	25·	16	87·	21·75	
70	Behari Lal, ...	" ...	22	25	23·5	13	83·5	20·17	
71	Jwala Prasada, ...	Agra, ...	23	30	16·5	...	69·5	17·37	Expelled for copying.

Statement showing the Result of the Departmental Examination, December, 1866.—(Contd.)

IV.

THIRD SCHOOL CLASS.

Number.	Name of Student.	College or School.	English Literature.	Mathematics.	History & Geography.	Oriental.	Total.	Percentage.	Remarks.
1	Bassdeo Singh, ...	Agra, ...	43	60	39·	72	214·	53·5	
2	Ali Naqi, ...	" ...	31	47	38·	73	189·	47·25	
3	Bishun Lall, ...	Bareilly, ...	32	51	45·5	54	182·5	45·62	
4	Chhedi Lall, ...	Benares, ...	38	30	52·	59	179·	44·75	
5	Gowri Shunker, ...	Etawah, ...	34	39	43·	62	178·	44·5	
6	Rama Dass Sannyal, ...	Benares, ...	37	27	58·5	59	176·5	44·12	
7	Purushottama Dass, ...	" ...	34	25	44·5	72	175·5	43·87	
	Kedar Nath, ...	Agra, ...	41	29	42·5	63	175·5	43 87	
9	Gadadhara Prasada, ...	Benares, ...	37	29	50 5	55	171·5	42·87	
10	Bahadur Mull, ...	Ajmere, ...	36	50	34·5	50	170 5	42·62	
	Rughoo Nath, ...	Etawah, ...	30	46	29·5	65	170·5	42·62	
12	Shiv Dial, ...	Ajmere, ...	25	46	24·5	68	163·5	40 87	
13	Sri Nivas, ...	" ...	28	39	29·5	65	161·5	40·37	
14	Batuka Prasada, ...	Benares, ...	33	26	54·	48	161·	40·25	
15	Fanendr Ram, ...	Etawah, ...	34	26	41·5	59	160·5	40·12	
16	Chunni Lall, ...	Bareilly, ...	36	28	48·5	47	159·5	39·87	
17	Sukhadeva Bajpae, ...	Benares, ...	30	23	36·	69	158·	39·5	
18	Buddree Dial, ...	Agra, ...	37	45	35·5	39	156·5	39·12	
19	Ram Sahay, ...	Bareilly, ...	32	37	31·	56	156·	39·	
20	Rama Swarup, ...	Benares, ...	24	38	31·5	62	155·5	38·87	
21	Piyara Lall, ...	Ajmere, ...	26	28	27·5	72	153·5	38·37	
	Kunhya Lall, ...	Bareilly, ...	28	32	36·5	57	153·5	38·37	
23	Mohun Lall, ...	Agra, ...	30	32	34·	57	153·	38·25	
24	Prasanna Coomar Bhuttacharji, ...	Benares, ...	36	15	44·5	57	152·5	38·12	
	Chunnee Lall, ...	" ...	32	25	33·5	62	152·5	38·12	
26	Durga Dass Andhkary,	" ...	25	34	40·	53	152·	38·	
27	Madhava Prasada, ...	" ...	33	24	38·5	56	151·5	37·87	
28	Rama Charana Lall, ...	" ...	27	30	57·	151	37·73	37·75	
29	Shambhoo Ram, ...	Agra, ...	31	33	27·5	59	150 5	37·62	
30	Jawahar Lall, ...	Bareilly, ...	28	48	25·	45	146·	36·5	
31	Buldeo Singh, ...	Agra, ...	18	41	30·5	55	144·5	36·12	
32	Gulab Chand, ...	Ajmere, ...	22	31	32·	57	143·	35·75	
	Jagadis Prasada, ...	Benares, ...	25	28	42·	48	143·	35·75	
34	Ram Pershad, ...	Agra, ...	27	30	21·	63	141·	35·25	
35	Brij Mohun Lall, ...	" ...	33	23	29·5	55	140·5	35·12	
36	Vazeer Ahmud, ...	Bareilly, ...	27	40	37·	34	138·	34·5	
37	Sukhadeva, ...	Benares, ...	29	26	42·5	40	137·5	34·37	
	Ram Kumar, ...	Ajmere, ...	18	23	34·5	62	137·5	34·37	
39	Nirotum Lall, ...	Agra, ...	22	48	15·5	50	135·5	33·87	
40	Bunsi Lall, ...	" ...	26	36	22·	51	135·	33·75	
	Jay Mangal Sinha, ...	Benares, ...	26	29	25·	55	135·	33 75	
42	Narain Dass, ...	Agra, ...	23	46	17·5	47	133·5	33·37	
43	Balkrishna Bhât, ...	Benares, ...	26	13	31·	63	133·	33·25	
44	Kunhei Sinha, ...	Agra, ...	21	38	17·5	56	132·5	33·12	
	Jwala Purshad, ...	Etawah, ...	28	30	25·5	49	132·5	33·12	
46	Gopal Narain, ...	Agra, ...	18	43	19·	51	131·	32·75	
	Ali Hosein, ...	Benares, ...	20	25	44·	42	131·	32·75	
48	Brij Kishore, ...	Etawah, ...	16	33	21·5	60	130·5	32.62	
49	Jeth Mull, ...	Ajmere, ...	16	23	26·	65	130·	32.5	
50	Shiva Dutt Pandey, ...	Benares, ...	33	14	41·5	40	128·5	32·12	
	Krishna Chandra, ...	" ...	23	17	31·5	57	128·5	32·12	
52	Ghaver Chand, ...	Ajmere, ...	21	21	18·5	67	127·5	31·87	
53	Bereshwar Sanyal, ...	Benares, ...	29	10	35·	53	127·	31·75	
54	Munny Lall, ...	" ...	24	17	27·5	57	125·5	31·37	
55	Ram Sewak Lall, ...	" ...	32	13	31·	49	125·	31·25	
	Luchman Dass, ...	Bareilly, ...	28	30	26·	41	125·	31·25	
57	Kalka Pershad, ...	" ...	24	33	19·5	48	124·5	31·12	
58	Bankey-Behari Lall, ...	Agra, ...	25	31	18·	50	124·	31·	
	Ganesh Prasada, ...	Benares, ...	22	10	28·	64	124·	31·	
	Peetum Roy, ...	Bareilly, ...	23	27	23·	51	124·	31·	
61	Adita Prasada, ...	Benares, ...	15	23	26·5	58	122·5	30·62	
	Baij Nath, ...	Bareilly, ...	20	31	33·5	38	122 5	30·62	
63	Kishun Lall, ...	" ...	29	21	26·	46	122·	30·5	
64	Lukshmi Pershada, ...	Benares, ...	22	18	36·5	42	120·5	30·12	
	Busunt Roy, ...	Bareilly, ...	28	25	18·5	49	12·5	30·12	
66	Ram Smarna Sinha, ...	Benares, ...	20	20	36·	44	120·	30·	
	Rama Prasada, ...	" ...	24	15	25·	56	120·	30·	
68	Krishna Dass, ...	" ...	23	20	25·5	51	119·5	29·87	
69	Muddun Mohun, ...	Bareilly, ...	28	24	22·	44	118·	29·5	

Number.	Name of Student.	College or School.	English Literature.	Mathematics.	History & Geography.	Oriental.	Total.	Percentage.	Remarks.
70	Buddree Pershad, ...	Etawah, ...	28	27	21·5	41	116·5	29·12	
71	Arjun Sinha, ...	Benares, ...	26	18	29·	42	115·	28·75	
72	Inchha Dial, ...	Ajmere, ...	16	28	23·	47	114·	28·5	
73	Janki Pershad, ...	Bareilly, ...	24	25	20·5	44	113·5	28·37	
74	Hanooman Prasada, ...	Benares, ...	34	22	18·5	34	108·5	27·12	
75	Narain Dass, ...	Etawah, ...	20	34	23·5	30	107·5	26·87	
	Gulab Roy, ...	Bareilly, ...	17	28	24·5	38	107·5	26·87	
77	Shib Sahay, ...	" ...	27	25	23·	32	107·	26·75	
78	Janki Prasada, ...	Benares, ...	16	27	38·5	25	106·5	26·62	
79	Sunder Lal, ...	Agra, ...	20	19	24·	43	106·	26·5	
80	Shunker Lal, ...	Etawah, ...	21	23	23 5	37	104·5	26·12	
	Asharfee Lall, ...	Bareilly, ...	21	24	27·5	32	104·5	26·12	
82	Her Narayan, ...	Ajmere, ...	21	23	25·	35	104·	26·	
83	Mithun Lal, ...	Agra, ...	24	35	25·5	19	103 5	25·87	
84	Ram Narayan Lal, ...	Benares, ...	26	28	15·5	33	102·5	25·62	
85	Banshi Lal, ...	" ...	21	13	17·	51	102·	25·5	
86	Hardhyan Sinha, ...	" ...	18	7	38·	37	100·	25·	
87	Gobind Pershad, ...	Agra, ...	26	25	14·5	34	99·5	24·87	
88	Jivat Ram, ...	Benares, ...	30	6	17·	46	99·	24·75	
89	Benaik Prasada, ...	" ...	16	15	26·5	41	98·5	24·62	
90	Gunesh Lal, ...	" ...	17	17	22·	41	97·	24·25	
91	Thakur Prasada, ...	" ...	19	18	30·	29	96·	24·	
92	Bishun Chand, ...	" ...	18	24	17·5	36	95·5	23·87	
93	Bechu Laj Mokerjee, ...	" ...	15	12	18·5	49	94·5	23·62	
94	Janki Bullub, ...	Agra, ...	12	22	26 5	31	91·5	22·87	
95	Balkrishna Lal, ...	Benares, ...	27	5	23·	36	91·	22·75	
	Gunesh Misr, ...	" ...	26	16	15·	34	91·	22·75	
97	Basant Kumar Palit, ...	" ...	16	15	16·5	43	90·5	22·62	
98	Damoder Lal, ...	" ...	17	8	31·	33	89·	22·25	
99	Mudhoobun Dass, ...	" ...	23	17	19·5	29	88·5	22·12	
	Lalmun, ...	Bareilly, ...	15	26	20·5	27	88·5	22·12	
101	Govind Narain Sinha, ...	Benares, ...	26	10	17·5	34	87·5	21·87	
102	Kalika Prasada, ...	" ...	16	21	17·	33	87·	21·75	
103	Rughober Dial, ...	Agra, ...	18	26	12·5	29	85·5	21·37	
104	Sri Narain Sinha, ...	Benares, ...	20	10	23·	30	83·	20·75	
105	Rush Behari, ...	Etawah, ...	15	25	21·5	18	79·5	19·87	
106	Prasanna Kumar Palit,	Benares, ...	14	12	21·5	30	77·5	19·37	
107	Jadoo Roy, ...	Etawah, ...	18	20	20·5	16	74·5	18·62	
108	Nila Dhar, ...	Agra, ...	19	24	8·5	22	73·5	18·37	
109	Rajendr Nath, ...	Benares, ...	16	7	11·5	37	71·5	17·87	
110	Kirpa Ram, ...	" ...	23	21	...	...	44·	11·	
111	Nakur Chandr Mookerji,	" ...	15	16	...	...	31·	7·75	

(Sd.) M. KEMPSON,
Director of Public Instruction, N. W. P.

APPENDIX B.

LANDHOLDERS OF THE ALLYGURH DISTRICT SOLICITING OF THE GOVERNMENT CERTAIN IMPROVEMENTS ON THE EXISTING SYSTEM OF PUBLIC EDUCATION.

To

GEORGE LAWRENCE, ESQUIRE,

Collector of the Allygurh District.

THE PETITION OF THE UNDERSIGNED LANDHOLDERS OF THE DISTRICT OF ALLYGURH :

HUMBLY SHEWETH—

THAT, after the Revenue Settlement of the lands of this district was effected under the requirements of Regulation IX. of 1833, the Government directed their attention to the education of the people, and, in support of this object, your petitioners were called upon to pay one rupee per cent. in excess of the Government jumma or assessments—which demand was complied with.

That, in contrast to the class of illiterate and ignorant landholders, those who understood the value of knowledge and belonged to respectable, educated families had then felt some degree of hesitation in yielding to this demand; but it is to be observed that this feeling did not proceed from a want of inclination on their part to contribute to the Educational Fund, but rather proceeded from the conviction that the system of education intended by Government to be pursued—a system still in force—was not calculated to prove beneficial to the country.

That the ignorant landholders who readily consented to pay the Educational Cess in addition to the jumma were not the friends of education, but they paid it simply under the mistaken idea that the demand was a pretext for augmenting the Revenue, and that they must perforce submit to it.

The Government system, as originally introduced, has now lasted a long time, and your petitioners do not desire to discuss the question as to its having been beneficial or otherwise; but they only wish to submit to you their representation, as follows:—

That, while your petitioners pay for the expenses of education, it is obviously a hardship that they should not be allowed to take any part in the management of the system, or exercise any control over the disbursement of the funds. It is very mortifying to them to find that they are not consulted on any points connected therewith, and that, notwithstanding their having to provide the funds, they know nothing as to the manner and purposes in which those funds are expended.

That your petitioners beg respectfully to submit their opinion that all the money which they contribute for education at the rate of one per cent. on the jumma should, together with the sum which the Government grants or may grant in future in aid of the cause, be separately funded, under the designation of Educational Fund, and applied solely for the benefit of the people of that district alone from which the contribution is raised, and to which it rightfully belongs, to the exclusion of all others.

That a Committee, consisting of the Educational Officers and the district landholders and gentlemen, presided over by the Collector of the district or the Commissioner of the division, should be formed for the general control and supervision of the system, and for regulating the expenditure; and all matters connected with the business of education should be left to the discretion of the Committee so constituted.

That this Committee should be required to frame a code of rules for the guidance of schools, and should determine the amount to be granted annually for all the schools that may be existing, or may hereafter be established, in the sudder station, the tahsils, and villages of the district, and allot separate funds for the maintenance of each school; and that all those measures of the Committee be officially laid before the Government, and acted upon everywhere in the district after they shall have been sanctioned by Government.

Your petitioners believe that this project will be found to be attended with important advantages, not the least of which will be the impetus afforded to the cause of education:—

In the first place, it will tend to convince the people of the benevolent intentions of the Government—forasmuch as they will see that the funds provided for the purpose by the joint contributions of the Government and themselves are really laid out, through themselves, for the purposes of education alone.

2ndly,—That the admission of the natives to the executive management will make them conversant with the details of the system, and tend to show to their

satisfaction what are the real motives the Government have in view in educating the people; and, having this knowledge, they will then reject all those unfounded prejudices and suspicions, the existence of which is not unknown to Government.

3rdly,—That, by taking an actual part in the administration of education, the higher classes residing in the district will become warmly interested in the pursuit of knowledge, and heartily co-operate together in diffusing its benefits far and wide.

4thly,—That their access to the management of the system will give the natives a desirable opportunity of discussing the disadvantages which really exist in it at present, or which they think to exist, and of suggesting improvements.

5thly,—That, by a participation in the management of the affairs of the Educational Department, the natives will necessarily become better acquainted with the liberal views and intentions of Government; and this must eventually bring about the much-to-be-desired result of filling our schools and colleges with a much greater number of children of respectable families than are found in them at present—a result that is most important, and must prove beneficient to the Government, as well as the public.

As it is possible that the Government may entertain a doubt as to the realization of the anticipated advantages by giving effect to the proposition for which your petitioners pray, and may not think it expedient on that account at once to alter the established system, your petitioners would therefore earnestly solicit that the scheme proposed should first be introduced as a tentative measure into a single district, with a view to ascertain whether it is really more conducive to the progress of education and public good than the existing one, or otherwise.

As the one rupee per cent. which your petitioners pay for educational purposes, and in virtue of which payment they consider themselves entitled to a voice in its administration, is collected and realized by you, it is but natural that anything they may have to urge respecting this matter should be communicated to you; and accordingly they beg to submit this petition to you, in the hope that you will be kind enough to forward it, with your remarks thereon, to the Commissioner, for the ultimate consideration of Government.

That your petitioners beg that you will communicate to the Secretary of the Scientific Society any orders that Government may be pleased to pass on this petition.

And your petitioners will, as in duty bound, ever pray.

The 16*th May*, 1866.

No. 2328A. OF 1866.

RESOLUTION.—GENERAL DEPARTMENT.

Dated Nynee Tal, the 14*th July*, 1866.

READ a petition, received with the Commissioner of Meerut's letter No. 2507, dated 4th June, from certain landholders in the District of Allygurh, in which they urge certain objections to the present system of education and of managing the Educational Funds, and suggest measures for its improvement.

Observations.—The Lieutenant-Governor has given this petition the consideration which it merits as an expression of the feelings of some of the influential landholders in the District of Allygurh in regard to the existing system of education in these Provinces.

2. His Honor has long been convinced that the most earnest efforts for the good government of the country and for the welfare of its inhabitants must fail to exercise any permanent influence for good, or have, indeed, any but the most superficial and transient effect, until the confidence and aid of the people themselves have been secured; and it has been his anxious desire and aim to enlist the sympathies and to obtain the co-operation of the resident gentry in this country in the general administration of affairs. Every legitimate means, therefore, by which this object may be promoted will ever have his cordial concurrence and support.

3. It is with pleasure, therefore, that he hails any movement among the landed gentry towards a more active exercise of the influence which properly belongs to them; but, at the same time, it is necessary to correct a misapprehension on which considerable stress is laid in the petition of the memorialists as to their right to claim that which, within certain limits and upon other grounds, the Government is very willing to concede to them.

4. It is urged as a hardship that those who pay for the expenses of education should not be permitted to take any part in the management of the system, or exercise any control over the disbursement of the funds; but the same argument might obviously be used in respect of the Government of the country generally, and the application of the Land Revenue and other taxes. To this there is but one reply:—the people must prove their qualification to exercise such rights and responsibilities before they can be admitted to any share in the direct control of the administration of the State; and it is in furtherance of this object that the means of education are placed at their disposal.

5. As respects the amount actually contributed by the landholders towards education, it may be true that they have paid their quota in the One per Cent. Cess over and above the original sum assessed as Land Revenue; but it is not alleged that they have been overtaxed; and, in another year or two, this arrangement will come to an end, and a new one will be made on the liberal terms now sanctioned by Government, by which a consolidated sum of only 55 per cent of the net assets of the land are taken by the State, which includes all local cesses, and the remaining 45 per cent. are conceded to the zemindar; so that, in fact, the whole of the local cesses will in future be defrayed, not by the landowner, but out of the share of the rent which has always been the admitted right of the State. Upon this ground, therefore, no claim to any control or management of the funds on the part of the zemindars could for a moment be sustained.

6. It may also be observed that in many instances funds which are termed "Local" are so called, not on account of any special title to control them by the localities in which they are raised, but as a guide in their distribution, and because the control has been entrusted to the Local, instead of the Imperial, Government.

7. The petitioners have urged that the One per Cent. Cess raised in each district should be applied exclusively for the benefit of the district; and this is the principle by which the Government would be guided generally in the expenditure of the funds; but the cess is imposed for the benefit of the community at large, and rigidly to localise the funds of each district would counteract that object, while to give separate control over the expenditure and management to separate Local Committees would very possibly produce as many varying schemes of education and management as there are districts, which would obviously be very objectionable and inconvenient.

8. At the same time, it must be admitted that the comparative isolation of the Education Department from the influential residents of a district is a serious

defect in the present system, and it would entirely consist with the views of the Lieutenant-Governor to give the District Officers and the native landowners and aristocracy generally some voice in the local management of schools, so that they might take a more immediate interest in the well-being of these institutions; and His Honor has no doubt that their aid would be welcomed by the superior officers of the Education Department. It could, however, only be for purposes of inspection and check upon the internal management, the conduct of the masters, and such like matters, that Local Committees could advantageously be invested with any direct authority, although the Government would thankfully acknowledge their aid in the submission of annual reports, of their opinion of the condition of the schools, of their views generally on the subject of education, and of the suggestions that occur to them of improvements which they might desire to recommend.

9. Whether all districts are possessed of the materials from which such Committees could beneficially be formed, may perhaps admit of doubt; but the Lieutenant-Governor is of opinion that the experiment may well be tried in selected localities—such as Allygurh, Etawah, and Bareilly; and the Director of Public Instruction will accordingly be requested to submit, in communication with the Commissioner of the Meerut Division, a scheme for the institution of a Local Educational Committee at Allygurh, in accordance with the views above expressed, the extension of which to other districts will form the subject of future consideration.

No. 2329A.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces, with a request that he will carry out the instructions contained in the last para. thereof.

Ordered, also, that a copy of the Resolution be forwarded to the Commissioner of the Meerut Division, for information, with reference to his letter No. 25, dated the 4th ultimo, and for communication to the petitioners.

(Sd.) R. SIMSON,

Secretary to Government, N. W. Provinces.

No. 1043A.

RESOLUTION.—GENERAL DEPARTMENT.

Dated Allahabad, the 30th March, 1867.

READ the Resolution recorded by His Honor the Lieutenant-Governor in this Department, No. 2328A., dated the 14th July last.

Read endorsement No. 63, dated 10th December, 1866, with its enclosure, from the Commissioner of the Meerut Division.

Read letter No. 1724, dated the 8th March, 1867, from the Director of Public Instruction, North-Western Provinces.

Observations.—The Hon'ble the Lieutenant-Governor has already, in Resolution dated the 14th July last, expressed his views upon the subject of the desirability of enlisting the sympathies and obtaining the co-operation of the resident gentry in the cause of education, by giving them a share in the local management and supervision of Government Schools; and, with reference to the communication now received from the Director of Public Instruction, His Honor is pleased to record the following Resolution:—

Local Educational Committees, composed of influential members of the community, both official and non-official, will at once be formed in every district in these Provinces, for the purpose of exercising supervisory functions over the Government Schools in the district under the control of the Director of Public Instruction, and co-operating generally in the promotion of education.

The Committee will be expected to meet at least once a month, and to submit to the Director of Public Instruction an Annual Report on the state of education and the condition of the schools in the district on or before the 1st March of each year.

Local Committees will issue no direct orders to, nor in any way directly interfere with, the officers of the Educational Department. Any action they may desire to take must be through the Director of Public Instruction, or by representation through him to the Government.

All Schoolmasters and officers generally of the Department will at once supply all information in their power on educational subjects to the Local Committees, on the requisition of the Secretary.

The Judge, Magistrate,* Joint Magistrate, Assistant Magistrate, and Civil Surgeon, the Principal Sudder Ameen and Moonsiffs, the Tehseeldars of the district, and the Deputy Inspector of Schools, shall be *ex-officio* Members of the District Educational Committees.

* Or Deputy Commissioner and Assistant Commissioner, as the case may be.

The Judge, or in his absence the Collector and Magistrate, shall be President of the Committee, which will elect its own Vice-President and a Joint Secretary, and lay down rules for the conduct of business. The Head Master of the District English School (where there is one) will be *ex-officio* Member and Joint Secretary to the Committee.

The Commissioner of the Division and Inspector of Schools will be *ex-officio* Members of the Committees within their circles.

The above-named officers and the Members of the Scientific Institute are appointed members of the District Educational Committee in the Allygurh District; and the Secretary to the Institute and the Head Master of the Allygurh English School are appointed Joint Secretaries. It must be understood that the jurisdiction of Local Committees shall in no case extend to Female Schools.

Nominations of Members of Committees must be submitted for sanction of Government through the Collector and Magistrate.

Educational Committees, composed of the above-named *ex-officio* Members, are appointed in all districts, and are requested to meet without delay and to submit a selected list of influential gentlemen whom they would recommend, and who are willing to act as Members of the District Committee, in view to their appointment as such.

APPENDIX C.

B.—EDUCATION

I.—The University.

Result of the Examination of the University of Calcutta for the year 1866-67 (*so far as it is concerned with the Schools in the North-Western Provinces*).

Nature of Examination.	No. of affiliated Colleges.	No. of their Students.	No. of Candidates.	Average Age.	Educated in: Government Schools.	Educated in: Private Schools.	Religion: Christian.	Religion: Hindoo.	Religion: Mahomedan.	Religion: Other.	Passed: First Division.	Passed: Second Division.	Passed: Third Division.	Net cost to State.	Remarks.
Entrance Examination, ...	8	2995	72	15	52	20	2	60	10	...	2	17	16	Rs. 85-0-0 per head.	
First Examination in Arts, ...			10	16	9	1	...	8	2	...	1	2	4		
B. A. Examination, ...			3	18	3	...	...	3	...	...	...	1	1		
M. A. Examination, ...			2	20	2	...	...	2	...	...	...	...	...		
Total, ...	8	2995	87	69	66	21	2	73	12	...	3	20	21	85	

C.—SCIENTIFIC AND LITERARY.

1.—Scientific and Literary Societies.

Names.	Objects.	Income: From Government.	Income: Endowments.	Income: Subscriptions.	Income: Total.	Members or Visitors: Male.	Members or Visitors: Female.	Members or Visitors: Juvenile.	Members or Visitors: Total.	Registered or not.	When Established.
			Rs.	Rs.	Rs.						
Scientific Society, Allygurh, ...	The dissemination of European Sciences and Literature, and agreeable European thoughts and manners among the Natives, ...	Nil.	200 0 0	9,048 0 0	9,248 0 0	377	...	...	377	Not Registered.	On the 9th Jan., 1864.
Rohilkund Literary Society, ...	For the diffusion of useful knowledge and science, and the production of useful works in Urdu and Hindee, ...	Nil.	...	76 0 0 Monthly.	76 0 0	38	...	...	38		1st April, 1865.
Sat Subha, or Truth Association, ...	For diffusion of knowledge and the eradication of evil customs and practices, ...	Nil.	100 0 0	2,400 0 0	2,500 0 0	416	10	...	426		1st Jan., 1864.
Benares Institute, ...	The social, moral, and intellectual improvement of its members, ...	Nil.	...	...	...	136	...	...	136		In 1861, by the name of Benares Debating Society, which was changed for the present name from 11th June, 1864.
Futtehpore Literary Society, ...	To diffuse knowledge, ...	Nil.	...	...	...	45	...	...	45		1st April, 1864.

2.—The Press.

No. of Newspapers.						Periodicals.								Book published in the year.			
Daily.		Bi or Tri-weekly.		Weekly.		Monthly.		Quarterly.		Yearly.		Occasionally.		English.		Other.	
English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	No. of Books.	No. of Copies.	No. of Books.	No. of Copies.
Nil.	Nil.	3	Nil.	Nil.	6 Fort-nightly and 15	Nil.	5	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	268	3,40,600

M. KEMPSON,

APPENDIX D.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1866-67

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average Daily Attendance.	Number of Pupils Studying in each Language at the close of the Year							Monthly rate of Schooling Fees.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengalee.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.
																Rs. As. P.	Rs. As. P.	
Government College, ...	Agra, ...	October, 1823,	249	39	4	292	287·39	292	43	34	143	26	51	...	8 As. to Rs. 5	52,885 0 5	13.138 4 11	...
Ditto, ...	Bareilly, ...	A. D 1837, ...	223	52	5	280	268	280	33	138	106	3	...	...	Ditto,	37,573 0 0	0 0 0	...
Ditto, ...	Benares, ...	A. D 1792, ...	608	36	...	644	601	533	...	130	200	111	153	50	Re. 1 to Rs. 5	62,356 6 10	1,447 0 0	...
Total, ...	...	...	1,080	127	9	1,216	1,156·39	1,105	76	302	449	140	204	50	...	1,52,814 7 3	14,585 4 11	...

APPENDIX D.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1866-67.—(Concluded.)

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institution.	Locality.	When Established	Receipts.—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.
1.	2.	3.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P
Government College, ...	Agra, ...	October, 1823,	...	2,717 0 6	879 13 5	...	69,620 3 3	50,992 9 2	5,000 0 0	55,992 9 2	16,735 2 10	...	161 5 9	152 6 6
Ditto, ...	Bareilly,...	A. D. 1837,	...	1,614 5 8	...	...	41,464 5 8	39,850 0 0	1,668 6 2	41,518 6 2	...	54 0 6	154 14 8	131 5 11
Ditto, ...	Benares,...	A. D. 1792,	71 0 0	8,208 15 3	22 12 0	138 14 10	72,245 0 11	59,389 7 11	13,066 9 0	72,456 0 11	...	211 0 0	120 8 11	103 10 0
Total, ...	...	...	71 0 0	12,540 5 5	902 9 5	138 14 10	1,83,329 9 10	1,50,232 1 1	19,734 15 2	1,69,967 0 3	16,735 2 10	265 0 6	146 15 8	132 2 3

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th June, 1867.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1866-67.

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institution.	Locality	When Established.	Number of Pupils on the Roll at the end of the Year.				Average Daily Attendance.	Number of Pupils Studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	8	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
															Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P
Government School,	Ajmere, ...	A. D. 1851, ...	247	81	1	329	275·46	170	...	29	...	130	...	2 As. to 5 Rs.	18,820 15 3	96 0 0	...	500 0 0
Hume's High School,	Etawah, ...	27th July, 1856,	405	27	2	434	480	226	14	118	261	7	215	2 As to 2 Rs.	10,200 0 0	...	...	389 4 0
Total, ...	...	...	652	108	3	763	683·46	396	14	147	261	137	215		29,020 15 3	96 0 0	...	889 4 0

APPENDIX D.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1866-67.—(Concluded).

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institution.	Locality.	When Established.	Receipts—(*Concluded*)				Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total			Total Cost.	Cost to Government.
1.	2	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.	Rs. As. P.	Rs. As P.	Rs. As. P.	Rs. As. P.	Rs. As P	Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As P	Rs As. P.
Government School,	Ajmere, ...	A. D. 1851, ...	1,437 7 2	456 6 2	...	21,310 12 7	17,433 10 8	3,559 0 5	21,519 6 3	...	208 9 8	18 1 11	68 2 3
Hume's High School,	Etawah, ..	27th July, 1856,	918 4 6	...	168 0 0	11,675 8 6	10,368 0 0	1,092 15 3	11,460 15 3	214 9 3	...	28 1 5	25 0 0
Total, ...	...	...	2,355 11 8	456 6 2	168 0 0	32,986 5 1	27,801 10 8	4,651 15 8	32,980 5 6	214 9 3	208 9 8	48 4 0	42 7 5

Office of Director of Public Instruction,
N. W. Provinces
Bareilly, the 12th June, 1867

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1866-67.

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Name of Institution.	Locality	When Established.	Number of Pupils on the Roll at the end of the Year.				Average Daily Attendance.	Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees	Receipts			
			Hindoos	Mahomedans	Others	Total.		English.	Arabic.	Persian.	Urdoo.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13	14
															Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As P.
Anglo-Vernacular School,	Allygurh, ...	July, 1858, ...	193	27	2	222	218	222	26	222	222	...	...	3 to 4 As.	2,300 0 0	...	...	408 1 1
Ditto, ...	Shahjehanpore,	October, 1854, ...	89	37	...	126	98	126	2	96	126	...	...	2 to 4 As	2,131 3 8	...	...	314 12 3
Total, ...	...	...	282	64	2	348	316	348	28	318	348	...	...	...	4,431 3 8	...	...	722 13 4

APPENDIX D.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1866-67.—(Concluded.)

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS.

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*)				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P
Anglo-Vernacular School,	Aliygurh, ...	July, 1858, ...	723 0 9	...	...	3,431 1 10	2,852 9 1	456 12 0	3,309 5 1	121 12 9	...	15 2 10	10 8 9
Ditto, ...	Shajehanpore,	October, 1854, ...	314 6 6	...	...	2,760 6 5	2,474 8 7	311 13 1	2,786 5 8	...	25 15 3	28 6 10	21 11 11
Total, ...	...	...	1,037 7 3	...	...	6,191 8 3	5,327 1 8	768 9 1	6,095 10 9	121 12 9	25 15 3	19 14 7	14 0 4

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th June, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of guages English.	Arabic and Persian.
1	2	2*a*	3	4.	5.	6.	7.	8.	9.	9*a*.
							1st CIRCLE. DEPARTMENT			
Government Tahsili Schools.	Allygurh	Huzoor Tahsil, ...	10th Feby., 1862,...	178	29	...	207	183	...	51
		Hathras, ...	6th May, 1850, ..	397	33	...	430	367	...	38
		Khyr, ...	16th " " ...	63	4	...	67	54	...	5
		Secundra Rao, ...	27th April, " ...	78	74	...	152	128	...	19
		Attrowli, ...	15th " " ...	145	40	...	185	175	...	12
		Bijaygurh, ...	1st May, 1860,...	65	...	...	65	53	...	4
		Beswan, ...	1st Jany., 1859, ..	103	3	...	106	97	...	...
		Tappal, ...	10th May, 1850,...	83	2	...	85	73	...	...
		Total, ...	... ...	1,112	185	...	1,297	1,130	...	129
	Boolundshahr.	Huzoor Tahsil, ...	12th July, 1856, ...	1	...	...	...	..	...	...
		Boolundshahr, ...	" " ...	152	62	...	214	180	...	12
		Secundrabad, ...	23rd April, " ...	146	42	...	188	169	...	30
		Khurja, ...	19th May, " ...	183	78	...	261	230	...	3
		Debaee, ...	19th April, " ...	84	102	...	186	170	...	30
		Total, ...	... ...	565	284	...	849	749	...	75
	Meerut.	Huzoor Tahsil, ...	8th May, 1855, ...	250	72	3	325	314	5	...
		Sirdhana, ...	24th Octr., " ...	77	48	6	131	109	...	...
		Barouth, ...	21st " " ...	82	4	...	86	77	...	...
		Ghaziabad, ...	1st May, " ...	61	19	...	80	67	...	...
		Hapore, ..	24th Octr, " ...	54	27	...	81	68	...	...
		Baghput, ...	1st May, 1865, ...	126	4	...	130	94	...	...
		Mooana, ...	" " ...	31	13	...	44	40	...	...
		Total, ...	... ...	681	187	9	877	769	5	...
	Mozuffer-nuggur	Huzoor Tahsil, ...	4th April, 1865, ...	65	42	...	107	53	...	16
		Khatowli, ...	1st " " ...	99	28	...	127	108	...	20
		Shamli.	17th Jany., " ...	131	30	...	161	139	...	38
		Thana Bhawun, ...	22nd " " ...	94	59	...	153	133	...	27
		Jalalabad, ...	" " " ...	...	...	...	...	...	...	...
		Poor, ...	28th " " ...	32	40	...	72	63	.	18
		Total, ...	... ...	421	199	...	620	496	...	119
	Saharun-pore	Huzoor Tahsil, ...	28th June, 1852, ...	107	100	..	207	188	...	28
		Deobund, ...	11th Octr., 1851, ...	45	30	...	75	69	...	10
		Munglore, ...	14th March, 1853, ...	49	20	...	69	62	...	4
		Jwalapore, ...	1st Decr, 1854, ...	149	20	...	169	141	...	5
		Gungoh, ...	23rd " " ...	30	100	...	130	80	...	6
		Ambaitha, ...	" " " ...	77	30	...	107	80	...	20
		Total, ...	... ...	447	300	...	747	620	...	73
	Dehra Doon.	Huzoor Tahsil, ...	16th May, 1854, ...	35	6	...	41	33	...	18
		Kalsi, ...	13th March, 1855, ..	36	1	...	37	30	...	...
		Kolagir, ...	" " " ...	...	...	...	...	...	...	...
		Lakhund, ...	1st July, 1865,...	37	...	.	37	33	...	...
		Total, ...	... ...	108	7	...	115	96	...	18
	Bareilly.	Huzoor Tahsil, ...	23rd Feby, 1854, ..	83	64	...	147	136	...	...
		Beesulpore, ...	1st Septr, 1850, ...	72	12	...	34	69	...	4
		Faridpore, ...	23rd April, " ...	56	14	...	70	60	...	6
		Nawabgunj, ...	" " " ...	47	8	...	55	45	...	...
		Pilibhit, ..	16th July, 1851, ..	93	15	.	108	91	17	...
		Shahi, ..	23rd April, 1850, ...	35	6	...	41	31	...	2
		Aonlah, ...	16th July, 1851, ...	57	27	...	84	80	...	10
		Jahanabad, ...	2nd July, 1850, ..	33	12	..	45	39	...	3
		Darow, ...	11th Novr, 1861, ...	9	29	...	38	35	...	...
		Total, ..	... ...	485	187	...	672	586	17	25
	Bijnour.	Huzoor Tahsil, ...	11th Novr., 1856, ...	59	41	...	100	80	...	40
		Naginah, ...	17th " " ...	45	16	...	61	55	...	32
		Najibabad, .	25th Decr, " ...	25	21	...	46	40	...	36
		Nehtore, ..	8th Novr., " ...	21	51	...	72	66	...	37
		Chandpore, ..	24th " " ...	20	48	...	68	59	...	23
		Total, ...	... ...	170	177	..	347	300	...	168

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils Studying in each Language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Oordoo.	Hindi.				From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
98	155	...	...	1 and 2 annas.	303 0 0	...	...	141 12 8
94	371	...	...	"	308 0 0	...	...	225 6 1
14	64	...	...	"	322 4 0	...	...	0 1 8
98	62	...	...	"	136 5 0	...	...	187 3 4
75	120	...	...	"	220 0 0	...	...	162 11 0
8	60	...	...	"	172 0 0	...	...	5 1 8
15	100	...	...	"	173 15 0	...	...	0 1 8
32	85	...	...	"	187 6 0	...	...	0 1 8
434	1,017	...	...	"	1,822 14 0	...	...	722 7 9
...	...	...	...	...	...	...	...	...
116	98	...	...	1 and 2 annas.	542 1 2	...	89 0 0	...
116	98	...	...	"	362 1 6	...	99 8 0	...
78	183	...	...	"	374 3 11	...	77 0 0	...
113	73	...	...	"	467 3 4	...	45 8 0	...
423	452	...	...	"	1,745 9 11	...	311 0 0	...
259	61	...	...	1 and 2 annas.	391 4 7	...	...	417 15 6
97	37	...	...	"	194 4 7	...	...	148 0 0
40	46	...	...	"	194 4 7	...	...	103 12 0
34	46	...	...	"	124 11 4	...	...	66 0 0
68	13	...	...	"	210 4 7	...	...	55 0 0
59	71	...	...	"	141 4 7	...	...	116 0 0
35	9	...	...	"	70 4 6	...	...	55 0 0
589	283	...	...	"	1,326 6 9	...	...	961 11 6
107	...	...	...	1 and 2 annas.	225 3 0	...	43 13 2	...
82	45	...	...	"	233 4 9	...	81 0 0	...
79	82	...	...	"	300 1 7	...	109 9 7	...
128	25	...	...	"	371 1 7	...	94 2 4	...
...	...	...	...	"	...	...	...	...
72	...	...	...	"	177 9 4	...	35 1 4	...
468	152	...	...	"	1,307 4 3	...	363 10 5	...
207	...	...	...	1 and 2 annas.	370 0 11	...	137 13 6	...
75	...	...	...	"	323 5 6	...	33 5 6	...
69	...	...	...	"	145 14 0	...	27 13 6	...
64	95	...	...	"	213 15 11	...	82 11 6	...
130	...	...	...	"	161 5 6	...	38 5 6	...
107	...	...	...	"	165 5 1	...	45 6 3	...
652	95	...	...	"	1,379 14 11	...	365 7 9	...
37	4	...	...	1 and 2 annas.	122 8 0	...	...	...
...	37	...	...	"	90 12 0	...	0 12 0	...
...	...	...	...	"	...	...	...	...
...	37	...	...	"	111 12 0	...	...	...
37	78	...	...	"	325 0 0	...	0 12 0	...
80	86	...	...	1 and 2 annas.	434 14 6	...	...	...
82	13	...	...	"	318 6 0	...	...	...
64	3	...	...	"	316 6 0	...	...	...
35	32	...	...	"	184 14 6	...	...	...
38	97	...	...	"	308 14 6	...	...	...
41	...	...	...	"	298 14 0	98 0 0	...	...
70	20	...	...	"	219 6 0	...	...	...
45	...	...	...	"	200 6 8	...	...	...
24	18	...	...	"	128 7 0	...	...	...
479	269	...	...	"	2,410 11 0	98 0 0	...	...
100	...	...	...	1 and 2 annas.	524 7 7	...	...	...
61	...	...	...	"	313 7 7	...	...	...
46	...	...	...	"	227 7 7	...	...	...
72	...	...	...	"	265 13 5	...	...	...
68	...	...	...	"	231 7 7	...	...	...
347	...	...	...	"	1,562 11 9	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts —(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					1st CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government Tahsili Schools.	Allygurh	Huzoor Tahsil, ...	10th Feby., 1862, ...	250 10 0	...	...	695 6 8
		Hathras, ...	6th May, 1850, ...	462 10 0	...	...	996 0 1
		Khyr, ...	16th " " ...	68 6 0	...	...	390 11 8
		Secundra Rao, ...	27th April, 1850, ...	112 8 0	...	...	436 0 4
		Attrowli, ...	15th " " ...	159 7 0	...	...	542 2 0
		Bijaygurh, ...	1st May, 1860, ...	65 9 0	...	...	242 10 8
		Beswan, ...	1st Jany., 1859, ...	118 4 0	...	...	292 4 8
		Tappal, ...	10th May, 1850, ...	92 0 0	...	...	279 7 8
		Total, ...	... ...	1,329 6 0	...	...	3,874 11 9
	Boolundshahr.	Huzoor Tahsil, ...	12th July, 1856, ...	...	...	...	...
		Boolundshahr, ...	" " ...	189 11 0	...	...	820 12 2
		Secundrabad, ...	23rd April, " ...	131 0 0	...	...	592 9 6
		Khurja, ...	19th May, " ...	230 1 0	...	...	681 4 11
		Debaee, ...	19th April, " ...	153 14 0	...	...	666 9 4
		Total, ...	... ...	704 10 0	...	...	2,761 3 11
	Meerut.	Huzoor Tahsil, ...	8th May, 1855, ...	340 6 0	...	...	1,149 10 1
		Sirdhana, ...	24th Octr., " ...	108 10 0	...	...	450 14 7
		Barouth, ...	21st " " ...	49 9 0	...	...	347 9 7
		Ghaziabad, ...	1st May, " ...	73 11 0	...	...	264 6 4
		Hapore, ...	24th Octr., " ...	24 2 0	...	...	289 6 7
		Baghput, ...	1st May, 1865, ...	61 7 0	...	...	318 11 7
		Mooana, ...	" " ...	31 5 0	...	...	156 9 6
		Total, ...	... ...	689 2 0	...	...	2,977 4 3
	Mozufferneggur.	Huzoor Tahsil, ...	4th April, 1865, ...	34 12 0	...	...	303 12 2
		Khatowli, ...	1st " " ...	102 4 0	...	...	416 8 9
		Shamli, ...	17th Jany., " ...	116 2 0	...	...	525 13 2
		Thana Bhawun, ...	22nd " " ...	46 10 0	...	...	511 13 11
		Jalalabad, ...	" " " ...	...	...	...	...
		Poor, ...	28th " " ...	49 8 0	...	...	262 2 8
		Total, ...	... ...	349 4 0	...	...	2,020 2 8
	Saharunpore.	Huzoor Tahsil, ...	28th June, 1852, ...	167 5 0	...	...	675 3 5
		Deobund, ...	11th Octr., 1851, ...	51 10 0	...	...	408 5 0
		Munglore, ...	14th March, 1853, ...	75 9 0	...	...	249 4 6
		Jwalapore, ...	1st Decr., 1854, ...	154 4 0	...	...	450 15 5
		Gungoh, ...	23rd " " ...	73 5 0	...	...	273 0 0
		Ambaitha, ...	" " " ...	108 15 0	...	...	319 10 4
		Total, ...	... ...	631 0 0	...	...	2,376 6 8
	Dehra Doon.	Huzoor Tahsil, ...	16th May, 1864, ...	53 0 0	...	...	175 8 0
		Kalsi, ...	13th March, 1855, ...	47 10 0	...	...	139 2 0
		Kolagir, ...	" " ...	...	...	...	...
		Lakhand, ..	1st July, 1865, ...	48 9 0	...	...	160 5 0
		Total, ...	... ...	149 3 0	...	...	474 15 0
	Bareilly.	Huzoor Tahsil, ...	23rd Feby., 1854, ...	145 0 0	...	...	519 14 6
		Beesulpore, ...	1st Septr., 1850, ...	87 14 0	...	...	406 4 0
		Faridpore, ...	23rd April, " ...	73 13 0	...	...	390 3 0
		Nawabgunj, ...	" " ...	47 8 0	...	...	232 6 6
		Pilibhit, ...	16th July, 1851, ...	81 12 0	...	...	390 11 6
		Shahi, ...	23rd April, 1850, ...	46 5 0	...	...	443 3 0
		Aonlah, ...	16th July, 1851, ...	77 10 0	...	...	297 0 0
		Jahanabad, ...	2nd July, 1850, ...	35 11 0	...	...	236 3 6
		Darow, ...	11th Novr., 1861, ...	39 2 0	...	...	167 9 0
		Total, ...	... ...	634 12 0	...	...	3,143 7 0
	Bijnour.	Huzoor Tahsil, ...	11th Novr., 1856, ...	99 14 0	...	...	624 5 7
		Naginah, ...	17th " " ...	89 12 0	...	...	403 3 7
		Najibabad, ...	25th Decr., " ...	47 10 0	...	...	275 1 7
		Nehtore, ...	8th Novr. " ...	66 9 0	...	...	332 6 5
		Chandpore, ...	24th " " ...	58 6 0	...	...	289 13 7
		Total, ...	... ...	362 3 0	...	...	1,924 14 9

DIX. D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts	Annual cost of educating each pupil		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
458 0 0	264 6 8	722 6 8	...	...	3 15 2	1 12 10	
506 0 0	490 0 1	996 0 1	...	...	2 11 5	0 13 5	
187 0 0	203 11 8	390 11 8	...	...	7 3 9	5 15 6	
297 0 0	139 0 4	436 0 4	...	...	3 6 6	1 1 0	
369 0 0	173 2 0	542 2 0	...	...	3 1 7	1 4 1	
165 0 0	77 10 8	242 10 8	...	...	4 9 3	3 3 11	
165 0 0	127 4 8	292 4 8	...	...	3 0 3	1 12 8	
162 0 0	117 7 8	279 7 8	...	...	3 13 3	2 9 1	
2,309 0 0	1,592 11 9	3,901 11 9	...	...	3 7 3	1 10 3	
...	...	...	...	...	...	...	
587 5 8	233 6 6	820 12 2	...	...	4 8 11	3 0 2	
416 8 0	176 10 6	593 2 6	...	...	3 8 2	2 2 3	
421 2 5	260 2 6	681 4 11	...	...	2 15 5	1 10 0	
467 9 10	158 15 6	666 9 4	...	...	3 14 9	2 12 0	
1,892 9 11	869 3 0	2,761 12 11	...	...	3 11 0	2 5 3	
747 15 6	401 10 7	1,149 10 1	...	...	3 10 7	1 3 11	
313 0 0	137 14 7	450 14 7	...	...	4 2 2	1 12 6	
268 12 0	78 13 7	347 9 7	...	...	4 8 3	2 8 4	
164 6 9	99 15 7	264 6 4	...	...	3 15 2	3 13 9	
239 0 0	50 6 7	289 6 7	...	...	4 4 1	3 1 6	
226 0 0	92 11 7	318 11 7	...	...	3 6 3	1 8 1	
109 0 0	47 9 6	156 9 6	...	...	3 14 8	1 12 8	
2,068 2 3	909 2 0	2,977 4 3	...	...	3 13 11	1 11 7	
191 6 2	112 6 0	303 12 2	...	...	5 11 8	4 4 0	
272 0 0	144 8 9	416 8 9	...	...	3 13 9	2 2 7	
384 3 2	141 10 0	525 13 2	...	...	3 11 10	2 2 7	
320 4 8	191 9 3	511 13 11	...	...	3 13 7	2 12 8	
...	...	...	...	...	...	...	
160 2 8	82 0 0	262 2 8	...	...	4 2 7	2 13 1	
1,348 0 8	672 2 0	2,020 2 8	..	...	4 1 2	2 10 2	
470 3 2	205 0 0	675 3 2	...	...	3 9 6	1 15 6	
341 0 0	67 5 0	408 5 0	...	...	5 14 8	4 11 0	
165 0 0	64 4 6	229 4 6	...	...	4 0 4	2 5 8	
281 15 5	169 0 0	450 15 5	...	...	3 3 2	1 8 3	
183 0 0	90 0 0	273 0 0	...	...	3 6 7	2 0 3	
195 5 5	124 5 0	319 10 5	...	...	3 15 11	2 1 1	
1,636 8 3	739 14 6	2,376 6 9	...	...	3 3 4	2 3 7	
119 8 0	66 0 0	185 8 0	...	...	5 5 1	3 11 5	
88 0 0	51 2 0	139 2 0	...	...	4 10 2	3 0 5	
...	...	...	...	...	...	...	
109 8 0	50 13 0	160 5 0	...	...	4 13 9	3 6 2	
307 0 0	167 15 0	474 15 0	...	...	4 15 2	3 6 2	
407 0 0	162 14 6	579 14 6	...	...	4 4 3	3 3 2	
187 0 0	219 4 0	406 4 0	...	...	5 14 2	4 9 10	
187 0 0	203 3 0	390 3 0	...	...	6 8 1	5 4 4	
165 0 0	67 6 6	232 6 6	...	...	5 2 8	4 1 9	
275 0 0	115 11 6	390 11 6	...	...	4 4 8	3 6 4	
230 0 0	213 3 0	443 3 0	...	...	14 4 9	9 10 3	
187 0 0	110 0 0	297 0 0	...	...	3 11 5	2 11 11	
165 0 0	71 3 6	236 3 6	...	...	6 0 11	5 2 3	
110 0 0	57 9 0	167 9 0	...	...	4 2 7	3 10 9	
1,913 0 0	1,230 7 0	3,143 7 0	...	...	5 5 10	4 1 10	
328 0 0	296 5 7	624 5 7	...	...	7 12 10	6 8 11	
275 0 0	128 3 7	403 3 7	...	...	7 5 4	5 11 2	
184 0 0	91 1 7	275 1 7	...	...	6 14 0	5 11 0	
164 5 9	138 0 8	332 6 5	...	...	5 0 7	4 0 5	
181 0 0	108 13 7	289 13 7	...	...	4 14 7	3 13 9	
1,132 5 9	792 9 0	1,924 14 9	...	...	5 6 8	5 3 4	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2*a*.	3.	4.	5.	6.	7.	8.	9.	9*a*.
							1st CIRCLE, DEPARTMENT			
Government Tahsili Schools.	Budaon.	Huzoor Tahsil, ...	16th Jany., 1857;...	81	106	...	187	176	...	...
		Datagunj, ...	1st ditto, 1856,...	31	9	...	40	25	...	...
		Sahswan, ...	June, " ...	32	33	...	65	58	...	...
		Bissowli, ...	October, " ...	11	24	...	35	36	...	...
		Gunnour, ...	January, 1857,...	7	54	...	61	54	...	4
		Total, ...	... ...	162	226	...	388	349	...	4
	Moradabad.	Huzoor Tahsil, ...	7th Octr., 1853,...	56	131	...	187	136	...	...
		Kashipore, ...	4th " 1855,...	93	11	...	104	100	...	...
		Chandowsi, ...	15th " " ...	52	2	...	54	48	...	...
		Thakur Dwara, ...	1st Novr. 1856,...	78	24	...	102	91	...	...
		Sumbhul, ...	8th Octr., 1865,...	127	118	...	245	215	...	...
		Amroha, ...	25th " " ...	28	133	...	161	29	...	...
		Hussenpore, ...	19th Jany., 1855,...	65	24	...	89	75	...	...
		Total, ...	... ...	499	443	...	942	794	...	...
	Shahjehanpore.	Huzoor Tahsil, ...	8th May, 1860,...	146	220	...	366	288	...	50
		Tilhur, ...	" " ...	80	60	...	140	91	...	39
		Jalalabad, ...	" " ...	35	36	...	71	57	...	21
		Pawain, ...	" " ...	50	12	...	62	52	...	10
		Khotar, ...	" " ...	66	1	...	67	42	...	...
		Total, ...	... ...	377	329	...	706	530	...	120
		Grand Total, ...	... ...	5,027	2,524	9	7,560	6,419	22	731
							2nd CIRCLE, DEPARTMENT			
	Agra.	Tajgunj, ...	1st April, 1850,...	80	20	...	100	104·00	51	22
		Eradutnuggur, ...	" " ...	51	5	...	56	51·00	7	12
		Futtehabad, ...	" " ...	75	15	...	90	80·56	...	25
		Etmadpore, ...	" " ...	81	4	...	85	76·82	25	11
		Ferozabad, ...	" " ...	163	9	...	172	171·58	38	25
		Bah, ...	" " ...	71	4	...	75	73 00	...	3
		Jugnair, ...	" " ...	85	...	...	85	69·66	...	...
		Farrah, ...	" " ...	60	13	...	73	70·55	...	8
		Total, ...	... ...	666	70	...	736	697 17	121	106
	Cawnpore.	Cawnpore, ...	On different dates.	25	40	...	65	65·09	...	10
		Nurwul, ...		65	1	...	66	65·30	38	...
		Ghatumpore, ...		28	14	...	42	42·10	22	17
		Bilhour, ...		110	4	...	114	98·93	44	19
		Sheoli, ...		71	1	...	72	70 63	70	2
		Bithoor, ...		73	3	...	76	67·27	39	...
		Rusoolabad, ...		59	7	...	66	59 66	29	10
		Akberpore, ...		82	6	...	88	82·52	51	12
		Pookrayan, ...		26	2	...	28	49·22	...	4
		Khanpore, ...		65	...	...	65	61·38	31	4
		Derapore, ...		51	13	...	64	59·21	34	20
		Total, ...	... ...	655	91	...	746	721·09	358	98
	Etah.	Huzoor Tahsil, ...	Different dates.	106	7	...	113	128·00	...	...
		Aligunj, ...		89	19	...	108	95·00	...	...
		Dundwaragunj, ...		75	25	...	100	101·00	...	...
		Kasgunj, ...		144	18	...	162	157·00	...	...
		Total, ...	... ...	414	69	...	483	481·00	...	...
	Etawah	Huzoor Tahsil, ...	18th April, 1850, ...	...	...	...	...	...	...	...
		Juswantnuggur, ...	" " ...	80	6	...	86	78·23	...	...
		Bhurthanah, ...	" " ...	49	5	...	54	58 81	...	5
		Lucknah, ...	" " ...	56	4	...	60	61·31	...	5
		Beylah, ...	" " ...	69	2	...	71	75·58	...	...
		Phuppoond, ...	" " ...	86	10	...	96	98 97	64	30
		Ouriyah, ...	" " ...	79	1	...	80	71·89	...	2
		Total, ...	... ...	419	28	...	447	444·79	64	42

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued*

Pupils studying in each Language at the close of the year.				Monthly rate of Schooling Fees	Receipts			
Urdu.	Hindi				From Government.	Proceeds of Endowment	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d	9e	10.	11.	12.	13	14.
PUBLIC INSTRUCTION, N W P.—(*Continued.*)					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs As. P.
187	...	...	...	1 and 2 annas.	416 0 0	...	...	274 0 0
23	17	...	...	"	144 0 0	...	...	...
65	...	...	...	"	306 6 1	...	...	145 13 5
35	...	...	...	"	292 0 0	...	...	55 0 0
59	2	...	..	"	138 7 3	...	...	55 0 0
369	19	...	...	"	1,296 13 4	...	...	529 13 5
154	33	...	...	1 and 2 annas.	312 8 9	...	...	209 8 3
80	35	...	...	"	177 0 0	...	...	28 0 0
29	25	...	...	"	120 1 7	...	...	74 0 0
77	31	...	...	"	229 9 3	...	...	34 0 0
186	59	...	...	"	128 10 2	...	...	570 15 11
161	...	...	...	"	177 9 8	...	...	295 0 0
59	36	...	...	"	156 3 7	...	...	55 0 0
746	219	...	...	"	1,301 11 0	...	...	1,266 8 2
249	118	...	...	1 and 2 annas	403 6 0	...	...	384 0 0
65	71	...	...	"	192 14 0	...	...	99 0 0
58	8	...	...	"	182 14 0	...	...	66 0 0
37	25	...	...	"	169 8 0	...	...	66 0 0
15	52	...	...	"	159 8 0	...	...	66 0 0
434	274	...	...	"	1,108 2 0	...	...	681 0 0
4,978	2,858	...	...	"	15,614 2 11	98 0 0	1,040 14 2	4,161 8 10
PUBLIC INSTRUCTION, N. W P.								
7	90	...	...	Different	137 14 6	...	...	105 4 3
12	50	...	...	"	140 6 0	...	...	48 0 0
25	88	...	...	"	195 1 3	...	...	97 13 2
14	85	...	. .	"	169 4 3	...	...	48 0 0
34	138	...	...	"	268 9 6	...	...	48 0 0
15	72	...	...	"	140 2 0	...	...	48 0 0
14	85	..	...	"	135 12 0	...	...	48 0 0
16	73	...	...	"	158 11 9	...	...	104 5 0
137	681	. .	...	"	1,345 13 3	...	...	547 6 5
43	17	...	...	Different	133 9 1	.	...	44 0 0
25	60	...	...	"	169 12 9	...	...	44 0 0
21	24	...	...	"	142 8 8	...	...	44 0 0
61	99	...	. .	"	153 5 6	...	...	44 0 0
4	72	...	...	"	148 0 4	...	...	44 8 6
16	59	..	...	"	141 0 10	...	...	44 0 0
26	40	..	...	"	123 14 1	...	...	44 0 0
45	82	...	...	"	180 11 10	...	...	55 0 0
5	28	...	...	"	64 7 11	...	.	44 0 0
20	65	...	...	"	102 0 6	...	...	...
20	52	...	...	"	171 10 6	...	...	44 0 0
295	598	...	...	"	1,531 2 0	...	...	451 8 6
55	75	...	...	Different	1,249 13 9	...	679 1 1	186 12 11
39	61	...	...	"	164 12 10	...	9 8 0	98 1 7
36	90	...	...	"	131 11 2	...	5 9 0	75 1 3
43	137	...	...	"	132 11 10	...	...	234 2 8
173	363	...	...	"	1,679 1 7	...	694 2 1	594 2 5
...	...	...	...	Different.	110 0 0	...	...	134 9 3
5	86	...	...	"	204 10 3	...	...	44 0 0
7	54	...	...	"	182 1 6	...	...	44 0 0
5	60	...	...	"	151 10 9	...	...	56 0 0
5	67	...	...	"	195 7 8	...	...	82 15 6
20	50	...	...	"	177 14 9	...	...	161 7 6
12	80	...	...	"	189 3 9	...	...	78 10 8
54	397	...	...	...	1,211 0 8	...	...	601 10 11

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total
1.	2	2*a*.	3	15.	16.	17.	18
					1st CIRCLE, DEPARTMENT		
				Rs As. P.			Rs. As P
Government Tahsili Schools.	Budaon.	Huzoor Tahsil, ...	16th Jany., 1857, ...	79 2 0	...	...	769 2 0
		Dataganj, ...	1st " 1856, ...	14 12 0	...	...	158 12 0
		Sahswan, ..	June, " ...	36 10 0	...	...	488 13 6
		Bissowli, .	October, " ...	10 14 0	...	...	357 14 0
		Gunnour, ...	January, 1857, ...	15 5 0	...	...	208 12 3
		Total, ...	... ...	156 11 0	...	...	1,983 5 9
	Moradabad	Huzoor Tahsil, ...	7th Octr., 1853, ...	139 10 0	...	...	661 11 0
		Kashipore, ...	4th " 1855, ...	116 9 0	...	...	321 9 0
		Chandowsi, ...	15th " " ...	46 7 0	...	...	240 8 7
		Thakur Dwara, ...	1st Novr., 1856, ...	119 5 0	...	...	382 14 3
		Sumbhul, ...	8th Octr., 1865, . .	150 2 0	...	...	849 12 1
		Amroha, ...	25th " " ...	51 6 0	...	...	523 15 8
		Hussenpore, ...	19th Jany., 1855, ...	87 7 0	...	...	298 10 7
		Total, ...	... ...	710 14 0	...	...	3,279 1 2
	Shahje-hanpore.	Huzoor Tahsil, ...	8th May, 1860, ...	146 12 0	...	...	934 2 0
		Tilhur, ...	" " ...	125 6 0	...	...	417 4 0
		Jalalabad, ...	" " ...	52 14 0	...	...	301 12 0
		Pawain, ...	" " ...	29 13 0	...	...	265 5 0
		Khotar, ...	" " ...	23 5 0	...	...	248 13 0
		Total, ...	... ...	378 2 0	...	...	2,167 4 0
		Grand Total, ...	... ...	6,095 12 0	...	...	27,010 5 11
					2nd CIRCLE, DEPARTMENT		
	Agra	Tajganj, ...	1st April, 1850, ...	109 10 0	...	...	352 12 9
		Eradutnuggur, ...	" " ...	27 14 0	...	...	216 4 0
		Futtehabad, ...	" " ...	59 12 0	...	...	352 10 5
		Etmadpore, ...	" " ...	107 7 0	...	...	324 11 3
		Feerozabad,, ...	" " ...	100 9 0	...	...	417 2 6
		Bah, ...	" " ...	41 10 0	...	...	229 12 0
		Jugnair, ...	" " ...	37 6 0	...	...	221 2 0
		Farrah, ...	" " ...	31 14 0	...	...	294 14 9
		Total, ...	... ...	516 2 0	...	...	2,409 5 8
	Cawnpore	Cawnpore, ...	On different dates	81 13 0	...	...	259 6 1
		Nurwul, ...		67 15 0	...	...	281 11 9
		Ghatumpore, ...		5 0 0	...	...	191 8 8
		Bilhour, ...		115 11 6	...	...	313 1 0
		Sheoli, ...		76 3 6	...	...	268 12 4
		Bithoor, ...		76 3 0	...	...	261 3 10
		Russoolabad, ...		33 14 0	...	...	201 12 1
		Akberpore, ...		33 12 0	...	...	269 7 10
		Pookrayan, ...		18 2 0	...	...	126 9 11
		Khanpore, ...		28 7 0	.	...	130 7 6
		Derapore, ...		48 15 0	...	...	264 9 6
		Total, ...	... ...	586 0 0	...	...	2,568 10 6
	Etah.	Huzoor Tahsil, ...	Different dates.	79 13 0	...	...	2,195 8 9
		Aligunj, ...		61 9 0		...	333 15 5
		Doondwaragunj, ...		50 0 0	...	...	262 5 5
		Kasgunj, ...		45 10 8	...	...	412 9 2
		Total, ...	... ...	237 0 8	...	...	3,204 6 9
	Etawah.	Huzoor Tahsil, ...	18th April, 1850, ...	...	...	...	244 9 3
		Juswuntnuggur, ...	" " " ...	57 4 0	...	...	305 14 3
		Bhurthana, ...	" " " ...	56 5 0	...	...	282 6 6
		Lucknah, ...	" " " ...	60 2 0	...	...	267 12 9
		Beylah, ...	" " " ...	68 1 0	...	...	346 8 2
		Phupoond, ...	" " " ...	61 1 0	.	...	400 7 3
		Ouriyah, ...	" " " ...	42 13 0	..	...	310 11 5
		Total, ...	... ...	345 10 0	...	...	2,158 5 7

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded*)							
Rs. As P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
572 0 0	197 2 0	769 2 0	...	...	4 5 11	2 5 10	
110 0 0	48 12 0	158 12 0	...	...	6 5 7	5 12 2	
379 6 1	109 7 5	488 13 6	...	...	8 6 10	5 4 6	
165 0 0	192 14 0	357 14 0	...	...	9 15 7	8 1 9	
185 7 3	23 5 0	208 12 3	...	...	3 13 10	2 9 0	
1,411 13 4	571 8 5	1,983 5 9	...	...	5 10 11	3 11 5	
502 1 0	159 10 0	661 11 0	...	...	4 13 10	2 4 9	
193 0 0	128 9 0	321 9 0	...	...	3 3 5	1 12 4	
186 0 5	54 8 2	240 8 7	...	...	5 0 2	2 8 0	
251 0 0	131 14 3	382 14 3	...	...	4 3 4	2 8 4	
679 6 1	170 6 0	849 12 1	...	...	3 15 3	0 9 7	
456 2 1	67 13 7	523 15 8	...	...	4 1 0	1 6 0	
203 3 7	95 7 0	298 10 7	...	...	3 15 9	2 1 4	
2,470 13 2	808 4 0	3,279 1 2	...	...	4 2 1	1 10 3	
745 0 0	189 2 0	934 2 0	...	...	3 3 11	1 6 5	
231 0 0	186 4 0	417 4 0	...	...	4 9 4	2 1 11	
198 0 0	103 12 0	301 12 0	...	...	5 4 8	3 3 4	
198 0 0	67 5 0	265 5 0	...	...	5 1 8	3 4 2	
198 0 0	50 13 0	248 13 0	...	...	5 14 9	3 12 9	
1,570 0 0	597 4 0	2,167 4 0	...	...	4 1 5	2 1 5	
18,059 5 3	8,951 0 8	27,010 5 11	...	...	4 3 5	2 6 11	
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							
205 11 9	147 1 0	352 12 9	...	...	3 6 3	1 5 3	
168 0 0	48 4 0	216 4 9	...	...	4 3 10	2 12 0	
277 13 2	74 13 3	352 10 5	...	...	4 6 0	2 6 9	
188 0 0	136 11 3	324 11 3	...	...	4 3 8	2 3 3	
288 0 0	129 2 6	417 2 6	...	...	2 6 11	1 9 1	
168 0 0	61 12 0	229 12 0	...	...	3 2 4	1 14 8	
168 0 0	53 2 0	221 2 0	...	...	3 2 9	1 15 2	
192 0 0	102 14 9	294 14 9	...	...	4 2 11	2 4 0	
1,655 8 11	753 12 9	2,409 5 8	...	...	3 7 3	1 14 11	
94 0 0	165 6 1	259 6 1	...	...	3 15 9	2 0 10	
110 0 0	171 11 9	281 11 9	...	...	4 5 0	2 9 7	
86 2 2	105 6 6	191 8 8	...	...	4 8 9	3 6 2	
94 0 0	219 1 0	313 1 0	...	...	3 2 8	1 8 10	
108 0 0	160 12 4	268 12 4	...	...	3 12 11	2 1 6	
94 0 0	167 3 10	261 3 10	...	...	3 14 1	2 1 7	
110 0 0	91 12 1	201 12 1	...	...	3 6 1	2 1 3	
132 0 0	137 7 10	269 6 10	...	...	3 4 0	2 3 1	
62 3 8	64 6 3	126 9 11	...	...	2 9 4	1 5 1	
94 0 0	36 7 6	130 7 6	...	...	2 2 0	1 10 6	
157 9 10	106 5 8	264 9 6	...	...	4 7 6	2 14 5	
1,141 15 8	1,426 10 10	2,568 10 6	...	...	3 9 0	2 2 0	
406 4 11	1,789 3 10	2,175 8 9	...	...	17 2 5	9 12 2	
214 1 7	119 13 10	333 15 5	...	...	3 8 2	1 11 9	
184 13 3	77 8 2	262 5 5	...	...	2 9 6	1 4 10	
300 11 9	111 13 5	412 9 2	...	...	2 10 0	0 13 6	
1,105 15 6	2,098 7 3	3,204 6 9	...	...	6 10 7	3 7 10	
110 0 0	134 9 3	244 9 3	...	...	...	...	
132 0 0	173 14 3	305 14 3	...	...	3 14 3	2 9 7	
110 0 0	172 6 6	282 6 6	...	...	4 4 7	3 7 6	
132 0 0	135 12 9	267 12 9	...	...	3 3 1	2 3 10	
110 0 0	236 8 2	346 8 2	...	...	4 9 3	2 9 3	
165 0 0	235 7 3	400 7 3	...	...	4 0 9	1 12 9	
110 0 0	200 11 5	310 11 5	...	...	4 4 11	2 10 1	
869 0 0	1,289 5 7	2,158 5 7	...	...	4 14 1	2 11 10	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Guage English.	Arabic and Persian.
1.	2.	2*a*.	3.	4.	5.	6.	7.	8.	9.	9*a*.
							2ND CIRCLE, DEPARTMENT			
GOVERNMENT TAHSILI SCHOOLS	FURRUCKABAD.	Huzoor Tahsil, ...	27th April, 1850, ...	41	39	...	80	89·64	...	...
		Chubramow, ...	" " ...	20	32	8	60	67·50	...	11
		Tirwagunj, ...	" " ...	43	11	...	54	60 00	...	9
		Sourikh, ...	" " ...	73	8	...	81	74·10	...	...
		Serae Meeran, ...	" " ...	118	2	...	120	117 33	...	...
		Kaimgunj, ...	" " ...	70	35	...	105	87·65	...	...
		Shumshabad, ...	" " ...	37	5	...	42	35·38	...	...
		Total, ...	... ...	402	132	8	542	534 60	...	19
	HUMEERPORE.	Huzoor Tahsil, ...	On different dates.	43	22	...	65	47·00	27	...
		Soomairpore, ...		44	1	...	45	46 00	...	...
		Jalalpore, ...		47	1	...	48	46·00	...	...
		Mondha, ...		20	39	...	59	64·00	25	11
		Mahoba, ...		17	36	...	53	54·00	10	...
		Jeitpore, ...		55	6	...	61	60·00	...	...
		Kulpahar, ..		41	13	...	54	55·00	...	...
		Rath, ...		80	30	...	110	68 00	...	...
		Total, ...	... ...	347	148	...	495	440·00	62	11
	JALOUN.	Jaloun, ...	1st Septr., 1858.	85	9	...	94	104·75	17	...
		Juggummunpore, ...		59	3	...	62	66·50	...	...
		Konch, ...		56	14	...	70	83 50	...	...
		Oraie, ...		29	14	...	43	51·25	...	...
		Calpee, ...		81	3	...	84	83·75	27	...
		Total, ...	... ...	310	43	...	353	389·75	44	...
	NEW JHANSIE.	Huzoor Tahsil, ...	On different dates.	82	18	...	100	95·00	...	25
		Burwa Sagar, ...		60	...	...	60	59·00	...	...
		Bhandere, ...		61	2	...	63	60·00	...	...
		Mote, ...		47	4	...	51	55 00	...	7
		Chirgaon, ...		43	1	...	44	47·00	...	...
		Eruch,. ...		77	21	...	98	97·00	...	...
		Goorserai, ...		58	4	...	62	78 00	...	15
		Mow, ...		70	1	...	71	75·00	...	...
		Rampore, ...		61	...	...	61	62·00	...	...
		Total, ...	... ...	559	51	...	610	628·00	...	47
	LULLUTPORE.	Huzoor Tahsil, ...	On different dates.	136	9	...	145	131·00	...	40
		Tal Behut, ...		70	...	...	70	49 00	...	...
		Mahrowni, ...		54	3	...	57	48 00	...	...
		Maraora, ...		45	...	...	45	41·00	...	...
		Total, ...	... ...	305	12	...	317	269·90	...	40
	MUTTRA.	Huzoor Tahsil, ...	5th April, 1850, ...	142	9	...	151	116·90	...	...
		Bindrabun, ...	" " ...	119	1	...	120	94·00	...	...
		Areeng, ...	" " ...	66	15	...	81	73 54	...	...
		Chatthace, ...	" " ...	91	4	...	95	83 22	...	...
		Kosee, ...	" " ...	91	19	...	110	90·75	...	...
		Mahabun, ...	" " ...	86	4	...	90	81·01	...	...
		Rayah, ...	" " ...	103	1	...	104	82·85	...	18
		Sadabad, ...	" " ...	99	11	...	110	83·71	...	29
		Jalaisur, ...	" " ...	85	14	...	99	78 93	...	39
		Total, ...	... ...	882	78	...	960	784·91	...	86
	MAINPOORY.	Huzoor Tahsil, ...	On different dates.	147	8	...	155	159 22	155	8
		Karowli, ...		99	27	...	126	122·70	...	...
		Kurhul, ...		118	3	...	121	110 11	...	...
		Bhongaon, ...		94	...	...	94	89·33	...	...
		Phurha, ...		94	1	...	95	90·88	...	...
		Shekohabad, ...		118	15	...	133	131·88	22	...
		Total, ...	... ...	670	54	...	724	704·12	177	8
		GRAND TOTAL, ...	... ...	5,629	776	8	6,413	6,094·43	826	458

DIX D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Oordoo.	Hindi.				From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued*)								
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
74	68	...	...	Different.	183 4 6	...	...	155 14 8
10	115	...	...	"	181 3 3	...	...	122 3 2
20	80	...	...	"	114 12 9	...	...	74 11 4
20	71	...	...	"	129 5 0	...	...	39 7 6
23	104	...	...	"	211 0 9	...	...	96 14 4
93	48	...	...	"	149 8 3	...	...	74 15 3
40	53	...	...	"	119 2 9	...	...	71 3 2
280	539	...	...	"	1,088 5 3	...	...	635 5 5
36	40	...	...	Different.	200 1 9	...	...	...
4	45	...	...	"	122 2 3	...	...	...
2	48	...	...	"	87 12 9	...	...	...
25	34	...	...	"	127 4 0	...	...	...
41	9	...	...	"	111 7 3	...	...	...
7	60	...	...	"	128 0 6	...	...	...
4	50	...	...	"	132 6 9	...	...	...
26	87	...	...	"	125 4 5	...	...	...
145	373	...	...	"	1,034 7 8	...	...	...
25	94	...	...	Different.	118 14 9	...	47 0 0	47 0 0
12	62	...	...	"	106 0 3	...	44 0 0	44 0 0
18	70	...	...	"	97 12 10	...	47 0 0	47 0 0
43	3	...	...	"	98 14 3	...	45 5 2	45 5 2
14	84	...	...	"	131 7 9	...	47 0 0	47 0 0
112	313	...	...	"	553 1 10	...	230 5 2	230 5 2
100	35	...	...	Different.	86 2 10	...	...	...
0	60	...	...	"	102 5 7	...	...	...
25	60	...	...	"	116 6 7	...	...	...
16	51	...	...	"	138 10 3	...	...	...
1	43	...	...	"	108 12 7	...	...	...
11	94	...	...	"	122 11 3	...	...	...
25	42	...	...	"	118 9 9	...	...	...
9	71	...	...	"	125 7 9	...	...	...
0	61	...	...	"	130 6 5	...	...	...
187	517	...	...	"	1,049 9 0	...	...	...
62	133	...	...	Different.	154 3 0	...	...	...
6	64	...	...	"	127 9 0	...	...	...
18	39	...	...	"	126 2 6	...	...	...
3	42	...	...	"	189 5 10	...	...	...
89	278	...	...	"	597 4 4	...	...	...
22	129	...	...	Different.	335 6 3	...	60 0 0	144 0 0
31	120	...	...	"	196 11 6	...	...	58 0 0
24	70	...	...	"	136 0 0	...	...	...
...	95	...	...	"	196 11 6	...	...	66 0 0
24	89	...	...	"	183 11 0	...	...	36 0 0
5	85	...	...	"	158 10 6	...	...	6 8 0
9	98	...	...	"	176 1 3	...	...	125 0 0
25	87	...	...	"	221 15 9	...	...	56 0 0
32	92	...	...	"	155 9 6	...	...	60 4 0
172	865	...	...	"	1,760 13 3	...	60 0 0	551 12 0
35	112	...	...	Different.	241 9 4	...	...	188 0 0
35	102	...	...	"	121 2 7	...	...	132 14 3
13	121	...	...	"	185 0 0	...	...	123 15 0
...	94	...	...	"	120 4 0	...	...	135 0 0
3	95	...	...	"	142 4 0	...	...	58 13 0
31	80	...	...	"	120 3 0	...	...	63 3 0
117	604	...	...	"	930 6 11	...	...	701 13 3
1,761	5,528	...	...	"	12,781 1 9	...	149 2 11	4,314 0 1

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	2*a*.	3.	15.	16.	17.	18.
					2ND CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
GOVERNMENT TAHSILI SCHOOLS.	FURRUCKABAD.	Huzoor Tahsil, ...	27th April, 1850, ...	168 5 6	...	...	507 8 8
		Chubramow, ...	" " " ...	115 13 0	...	4 0 0	423 3 5
		Tirwagunj, ...	" " " ...	54 1 0	...	...	243 9 1
		Sourikh, ...	" " " ...	71 13 0	...	...	240 9 6
		Serae Meeran, ...	" " " ...	100 8 0	...	...	408 7 1
		Kaimgunj, ...	" " " ...	93 10 0	...	...	318 1 6
		Shumsabad, ..	" " " ...	42 2 0	...	15 0 0	247 7 11
		Total, ...	... ...	646 4 6	...	19 0 0	2,388 15 2
	HUMEERPORE.	Huzoor Tahsil, ...	On different dates.	42 9 0	...	...	242 10 9
		Somairpore, ...		55 5 0	...	...	177 7 3
		Jalalpore, ...		60 0 0	...	...	147 12 9
		Mondha, ...		77 9 0	...	...	204 13 0
		Mahoba, ...		52 12 0	...	...	194 3 3
		Jeitpore, ...		48 9 0	...	...	176 9 6
		Kulpahar, ...		60 1 0	...	...	192 7 9
		Rath, ...		50 13 0	...	...	176 1 5
		Total, ...	... ...	447 10 0	...	...	1,482 1 8
	JALOUN.	Jaloun, ...	1st Septr., 1858.	118 11 0	...	...	284 9 9
		Juggummunpore, ...		89 10 0	...	...	239 10 3
		Konch, ...		96 10 0	...	...	241 6 10
		Oraie, ...		87 0 0	...	...	231 3 5
		Calpee, ...		74 14 0	...	...	253 5 9
		Total, ...	... ...	466 13 0	...	...	1,250 4 0
	NEW JHANSIE.	Huzoor Tahsil, ...	On different dates.	51 1 0	...	...	331 7 10
		Burwa Sagar, ...		33 1 0	...	...	179 6 7
		Bhandere, ...		45 8 0	...	...	205 14 7
		Mote, ...		23 7 0	...	...	211 1 3
		Chirgaon, ...		20 9 0	...	...	174 4 0
		Eruch, ...		49 6 0	...	...	219 1 3
		Goorserai, ...		84 2 0	...	...	312 11 9
		Mow, ...		45 15 0	...	...	216 6 9
		Rampore, ..		49 8 0	...	...	223 14 5
		Total, ...	... ...	403 9 0	...	...	2,074 4 5
	LULLUTPORE.	Huzoor Tahsil, ...	On different dates.	106 8 0	...	...	288 7 0
		Tal Behut, ...		38 0 0	...	...	177 9 0
		Mahrowni, ...		52 8 0	...	...	178 10 6
		Maraora, ...		34 12 0	...	...	300 4 3
		Total, ...	... ...	231 12 0	...	...	944 14 9
	MUTTRA.	Huzoor Tahsil, ...	5th April, 1850, ...	196 3 6	...	...	735 9 9
		Bindrabun, ...	" " " ...	106 12 0	...	...	361 7 6
		Areeng, ...	" " " ...	80 2 0	...	...	216 2 0
		Chatthace, ...	" " " ...	18 14 0	...	...	281 9 6
		Kosee, ...	" " " ...	106 2 0	...	...	325 13 0
		Mahabun, ...	" " " ...	77 1 0	...	...	242 3 6
		Rayah, ...	" " " ...	1 14 0	...	...	302 15 3
		Sadabad, ...	" " " ...	89 2 0	...	17 4 0	384 5 9
		Jalaisur, ...	" " " ...	109 2 0	...	...	324 15 6
		Total, ...	... ...	785 4 6	...	17 4 0	3,175 1 9
	MYNIOORY.	Huzoor Tahsil, ...	On different dates.	30 8 0	...	...	460 1 4
		Karowli, ...		37 4 0	...	...	291 4 10
		Kurhul, ...		41 13 0	...	...	350 12 0
		Bhongaon, ...		35 9 0	...	...	290 13 0
		Phurha, ...		19 5 0	...	...	220 6 0
		Shekohabad, ...		7 2 0	...	...	190 8 0
		Total, ...	... ...	171 9 0			1,803 13 2
		GRAND TOTAL, ...	... ...	4,837 10 8	...	36 4 0	23,460 3

DIX. D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts	Annual cost of educating each pupil		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23	24.	25.	26.
PUBLIC INSTRUCTION, N. W P.—(*Concluded*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As P.	
294 11 6	212 13 2	507 8 8	...	...	5 10 7	2 0 8	
201 0 0	222 3 5	423 3 5	...	...	6 4 3	2 10 11	
160 0 0	83 9 1	243 9 1	...	...	4 8 0	1 12 11	
149 7 6	91 2 0	240 9 6	...	...	3 3 11	1 11 11	
243 14 4	164 8 9	408 7 1	...	...	3 7 8	1 12 9	
185 1 8	132 15 10	318 1 6	...	...	3 10 1	1 11 4	
153 8 0	93 15 11	247 7 11	...	...	6 15 11	3 6 2	
1,387 11 0	6,001 4 2	2,388 15 2	...	...	4 7 6	2 0 7	
132 0 0	110 10 9	242 10 9	...	...	5 2 4	4 4 6	
109 0 0	68 7 3	177 7 3	...	...	3 13 9	2 10 6	
87 0 0	60 12 9	147 12 9	...	...	3 3 5	1 14 6	
110 0 0	94 13 0	204 13 0	...	...	3 3 2	1 15 10	
94 0 0	70 3 3	194 3 3	...	...	3 9 7	2 1 0	
94 0 0	82 9 6	176 9 6	...	...	2 15 1	2 2 2	
110 0 0	82 7 9	192 7 9	...	...	3 8 0	2 6 6	
98 7 5	77 10 0	176 1 5	...	...	2 9 5	1 13 6	
834 7 5	647 10 3	1,482 1 8	...	...	3 5 11	2 5 7	
110 0 0	174 9 9	284 9 9	...	...	2 12 5	1 2 2	
94 0 0	145 10 3	239 10 3	...	...	3 9 8	1 9 6	
90 13 10	150 9 0	241 6 10	...	...	2 14 3	1 2 9	
95 4 9	135 14 8	231 3 5	...	...	4 8 2	1 14 10	
110 0 0	143 5 9	253 5 9	...	...	3 0 5	1 9 1	
500 2 7	750 1 5	1,250 4 0	...	...	3 3 4	1 6 9	
186 8 0	144 15 10	331 7 10	...	...	3 7 10	0 14 6	
133 1 7	46 5 0	179 6 7	...	...	3 0 8	1 11 9	
154 0 0	51 14 7	205 14 7	...	..	3 6 11	1 15 1	
178 0 0	33 1 3	211 1 3	...	...	3 13 5	2 8 4	
137 9 9	36 10 3	174 4 0	...	...	3 11 4	2 5 0	
156 12 0	62 5 3	219 1 3	...	...	2 4 2	1 4 3	
220 0 0	92 11 9	312 11 9	...	...	4 0 2	1 8 4	
154 0 0	62 6 9	216 6 9	...	...	2 14 2	1 10 9	
165 13 5	58 1 0	223 14 5	...	...	2 9 9	2 1 8	
1,485 12 9	588 7 8	2,074 4 5	...	...	3 4 10	1 10 9	
157 8 0	328 10 10	486 2 10	...	197 11 10	3 11 5	1 2 10	
134 0 0	43 9 0	177 9 0	...	...	3 10 0	2 9 8	
110 0 0	83 10 6	193 10 6	...	15 0 0	4 0 7	2 10 1	
110 0 0	407 14 3	517 14 3	...	217 10 0	12 10 1	4 9 11	
511 8 0	863 12 7	1,375 4 7	...	430 5 10	5 1 10	2 3 6	
300 0 0	341 9 9	641 9 9	94 0 0	...	5 7 10	2 13 11	
228 0 0	133 7 6	361 7 6	...	...	3 13 6	2 1 6	
119 12 0	96 6 0	216 2 0	...	...	2 15 0	1 13 7	
334 4 0	47 5 6	281 9 6	...	...	3 6 1	2 7 5	
216 0 0	109 13 0	325 13 0	...	...	3 9 5	2 0 5	
119 8 0	122 11 6	242 3 6	...	...	2 15 10	1 15 4	
252 0 0	50 15 3	302 15 3	...	...	3 10 5	2 2 1	
228 0 0	156 5 9	384 5 9	...	...	4 9 6	2 10 5	
175 4 0	149 11 6	324 15 6	...	...	4 1 10	1 15 9	
1,872 12 0	1,208 5 9	3,081 1 9	94 0 0	...	3 14 8	2 3 11	
408 0 0	52 1 4	460 1 4	...	...	2 14 3	1 8 3	
216 10 1	74 10 9	291 4 10	...	...	2 6 0	0 15 10	
264 0 0	86 12 0	350 12 0	...	...	3 2 11	1 10 8	
154 0 0	136 13 0	290 13 0	...	...	3 4 1	1 7 5	
175 12 0	44 10 0	220 6 0	...	...	2 6 5	1 9 0	
154 0 0	36 8 0	190 8 0	...	...	1 7 1	0 14 7	
1,372 6 1	431 7 1	1,803 13 2	...	...	2 9 0	1 5 2	
12,737 3 11	11,059 5 4	23,796 9 3	94 0 0	430 5 10	3 14 5	2 1 6	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Guage English.	Arabic and Persian.
1	2.	2*a*.	3.	4.	5.	6.	7.	8.	9.	9*a*.
							3RD CIRCLE, DEPARTMENT			
Government Tahsilee Schools.	Allahabad.	Balapore, ...	Different dates.	37	13	...	50	44·47	...	30
		Barakhas, ...		17	11	...	25	24·58	...	14
		Chailkhas, ...		3	69	...	72	56·31	...	36
		Sirsa, ...		67	8	...	75	62 00	...	7
		Karari, ...		25	95	...	120	102·81	...	150
		Mow, ...		8	22	...	30	24·93	...	31
		Total, ...	...	157	218	...	375	315·37	...	268
	Azimgurh.	Nizamabad, ...	Different dates.	60	22	...	82	49·64	...	39
		Jeanpore, ...		14	36	...	56	36·05	...	54
		Dohrighat, ...		60	10	...	70	57·99	...	2
		Mahool, ...		31	25	...	56	42 61	...	15
		Maharajgunj, ...		60	35	...	95	81·91	...	34
		Maharajpore, ...		79	7	...	85	65·69	...	10
		Mownath Bhujun,...		40	20	...	60	53 64	...	37
		Chiriakote, ...		45	20	...	65	49·34	...	20
		Nugra, ...		42	32	...	74	57·45	...	42
		Total, ...	...	431	207	...	638	494 32	...	253
	Banda.	Baberu, ...	Different dates.	31	...	...	31	27·92	2	4
		Kalinger, ...		105	...	...	105	69 78	4	...
		Mow, ...		52	9	...	61	52·37	...	8
		Kamasin, ...		37	2	...	39	33·64	...	4
		Sindhun Kalan, ...		61	1	...	62	35 30	...	...
		Tindvari, ...		50	4	9	63	24·06	...	8
		Schonda, ..		34	26	...	60	44·28	7	15
		Total, ...	...	370	42	9	421	286 75	13	39
	Benares.	Ramnugger, ...	Different dates.	103	19	...	122	69·00	...	10
		Sukuldeha, ...		60	...	...	60	41·00	56	7
		Total, ...	...	163	19	...	182	110·00	56	17
	Bustee.	Bustee, ...	Different dates.	92	48	...	140	63·92	...	...
		Bansee, ...		73	18	...	86	63·67	...	...
		Mughur, ...		121	2	...	123	72 09	...	...
		Dogra, ...		39	...	...	39	36·16	...	...
		Haria, ...		42	...	...	42	36 88	...	...
		Total, ...	...	367	63	...	430	272·72	...	...
	Futtehpore.	Asim, ...	Different dates.	55	...	...	55	45 92	...	5
		Khesun, ...		41	2	...	43	40·76	...	4
		Sounth, ...		58	12	...	70	56·77	...	12
		Kishunpore, ..		76	...	...	76	52 14	...	...
		Khujwa, ...		145	...	...	145	111·48	...	20
		Diguria, ...		40	...	...	40	32·00	...	...
		Bindhki, ...		85	10	...	95	65·58	...	28
		Total, ...	...	500	24	...	524	404·65	...	69
	Ghazeepore.	Sadiabad, ...	Different dates.	26	20	...	46	44·56	...	2
		Mohamdabad, ...		40	29	...	59	54·48	...	19
		Rusra, ...		18	25	...	43	40·56	...	4
		Sydpore, ...		46	25	...	71	66·60	...	10
		Reotipore, ...		33	35	...	68	44·04	...	...
		Total, ...	...	163	124	...	287	271·24	...	35
	Gorukhpore	Burhulgunj, ...	Different dates.	180	10	...	190	135·83	...	...
		Salempore, ...		240	17	...	257	147 04	...	39
		Piprowli, ...		102	2	...	104	64 59	...	...
		Pipraich, ...		84	11	...	95	57·49	...	...
		Purrowna, ...		83	16	...	99	59·04	...	...
		Total, ...	...	689	56	...	745	663 99	...	39

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils Studying in each Language at the close of the Year				Monthly rate of Schooling Fees	Receipts.			
Urdu.	Hindi.				From Government.	Proceeds of Endowment.	Local rate of Assessment	Subscriptions, Donations, &c.
9b	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.								
				Rs As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As P
50	20	...	...	0 2 0	112 9 0	...	...	12 0 0
28	2	...	...	0 2 0	113 10 0	...	...	...
72	12	...	...	0 2 0	219 1 0	...	...	...
14	71	...	...	0 2 0	182 10 6	...	...	...
120	100	...	...	0 2 0	245 0 0	...	...	...
30	...	...	...	0 2 0	110 1 0	...	...	...
314	205	...	...	0 2 0	922 15 6	...	...	12 0 0
42	72	...	...	0 2 0	120 0 0	77 0 0	...	1 8 0
50	50	...	...	0 2 0	225 9 0	44 0 0	...	1 8 0
4	70	...	...	0 2 0	136 0 0	55 3 0	...	31 8 0
20	55	...	...	0 2 0	122 0 0	55 0 0	...	3 8 0
40	70	...	...	0 2 0	115 9 0	55 0 0	...	1 8 0
24	70	...	...	0 2 0	231 6 0	55 0 0	...	1 8 0
32	50	...	...	0 2 0	111 13 0	55 0 0	...	5 8 0
30	50	...	...	0 2 0	115 2 0	44 0 0	...	1 8 0
34	50	...	...	0 2 0	212 12 0	66 0 0	...	1 6 0
274	518	...	...	0 2 0	1,390 3 0	506 0 0	...	49 6 0
4	31	...	...	From 1 to 2 ans	98 0 0	...	...	...
10	91	...	...	"	116 0 0	...	90 0 0	...
4	49	...	...	"	130 0 0	...	10 0 0	...
4	22	...	...	"	124 0 0	...	55 0 0	...
...	62	...	...	"	113 0 0	...	66 12 0	...
10	53	...	...	"	101 0 0	...	43 14 0	...
25	34	...	...	"	190 1 7	...	85 0 0	...
57	343	...	...	From 1 to 2 ans	872 1 7	...	330 10 0	...
40	122	...	...	0 2 0	108 0 0	...	60 0 0	18 0 0
20	60	...	...	0 2 0	54 0 0	...	49 0 0	10 0 0
60	182	...	...	0 2 0	162 0 0	...	109 0 0	28 0 0
20	140	...	...	From 1 to 2 ans	118 0 0	...	...	...
52	86	...	...	"	118 0 0	...	...	...
20	103	...	...	"	118 0 0	...	...	...
...	39	...	...	"	23 0 0	...	...	...
7	42	...	...	"	23 0 0	...	...	...
99	410	...	...	"	400 0 0	...	...	...
15	55	...	...	...	25 0 0	...	...	18 0 0
9	33	...	...	...	34 0 0	...	...	...
16	56	...	...	...	35 0 0	...	...	...
4	76	...	...	...	170 0 0	...	...	80 0 0
25	145	...	...	...	169 3 6	...	...	...
...	40	...	...	...	24 0 0	...	...	...
28	90	...	...	...	118 0 0	...	...	...
97	495	...	...	...	575 3 6	...	...	98 0 0
20	24	...	...	From 1 to 2 ans.	115 0 0	...	...	95 0 0
10	30	...	...	"	115 0 0	...	...	146 0 0
8	31	...	...	"	114 0 0	...	...	78 0 0
25	36	...	...	"	146 10 0	...	...	121 10 0
12	56	...	...	"	160 0 0	...	...	156 10 0
75	177	...	...	"	650 10 0	...	...	592 4 0
31	159	...	...	0 2 0	142 0 0	...	...	...
39	218	...	...	0 2 0	140 0 0	...	...	...
10	104	...	...	From 1 to 2 ans	118 0 0	...	...	...
25	70	...	...	"	139 0 0	...	...	...
31	68	...	...	"	123 0 0	...	...	...
136	619	...	...	From 1 to 2 ans	662 0 0	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.		Rs. As. P.	Rs. As. P.
GOVERNMENT TAHSILI SCHOOLS.	ALLAHABAD.	Balapore, ...	Different dates,	69 8 0	...	...	194 1 0
		Barakhas, ...		44 8 0	...	...	158 2 0
		Chail khas, ...		94 14 0	...	...	313 15 0
		Sirsa, ...		99 12 0	...	...	222 6 6
		Karari, ...		157 14 0	...	...	402 14 0
		Mow, ...		45 0 0	...	1 8 0	156 9 0
		Total, ...	...	511 8 0	...	1 8 0	1,447 15 6
	AZIMGURH.	Nizamabad, ...	Different dates,	81 4 0	...	...	279 12 0
		Jeanpore, ...		55 6 0	...	...	326 7 0
		Dohrighat, ...		83 4 0	...	...	305 12 0
		Mahool, ...		66 8 0	...	...	247 0 0
		Maharajgunj, ...		113 12 0	...	...	285 13 0
		Maharajpore, ...		100 10 0	...	...	388 8 0
		Mownath Bhunjan,		77 4 0	...	...	249 9 0
		Chiriakote, ...		76 6 0	...	...	237 0 0
		Nugra, ...		75 10 0	...	...	355 12 0
		Total, ...	...	730 0 0	...	...	2,675 9 0
	BANDA.	Baberu, ...	Different dates,	15 0 0	...	...	113 0 0
		Kalinger, ...		57 1 0	...	...	243 1 0
		Mow, ...		18 0 0	...	...	158 0 0
		Kamasin, ...		22 8 0	...	...	201 8 0
		Sindhun Kalan, ...		17 4 0	...	...	197 0 0
		Tinduari, ...		70 4 0	...	...	215 2 0
		Schonda, ...		79 4 0	...	...	354 5 7
		Total, ...	...	279 5 0	...	...	1,482 0 7
	BENARES.	Ramnugger, ...	Different dates,	65 10 0	...	...	251 10 0
		Sukuldeha, ...		22 8 0	...	...	135 8 0
		Total, ...	...	88 2 0	...	...	387 2 0
	BUSTEE	Bustee, ...	Different dates,	25 2 0	...	...	143 2 0
		Bansee, ...		51 7 0	...	...	169 7 0
		Mughur, ...		54 12 0	...	...	172 14 0
		Dogra, ...		4 8 0	...	...	27 8 0
		Haria, ...		4 4 0	...	...	27 4 0
		Total, ...	...	140 3 0	...	...	540 3 0
	FUTTEHPORE.	Asim, ...	Different dates,	17 13 0	...	...	60 13 0
		Khesun, ...		16 2 0	...	...	50 2 0
		Sonuth, ...		26 4 0	...	...	61 4 0
		Kishunpore, ...		88 10 0	...	...	338 10 0
		Khujwa, ...		189 12 0	...	...	358 15 6
		Diguria, ...		8 2 0	...	...	32 2 0
		Bindhki, ...		106 14 0	...	...	224 14 0
		Total, ...	...	453 9 0	...	...	1,126 12 6
	GHAZEEPORE.	Sadiabad, ...	Different dates,	19 7 0	...	...	229 7 0
		Mohamdabad, ...		27 10 0	...	...	238 10 0
		Rusra, ...		23 4 0	...	...	210 4 0
		Sydpore, ...		26 6 0	...	...	294 10 0
		Reotipore, ...		33 4 0	...	...	349 14 0
		Total, ...	...	129 15 0	...	...	1,372 13 0
	GORUCKPORE.	Burhulgunj, ...	Different dates,	50 2 0	...	...	192 2 0
		Salempore, ...		42 9 0	...	...	182 9 0
		Piprowli, ...		49 4 0	...	...	167 4 0
		Pipraich, ...		69 8 0	...	...	208 8 0
		Purrowna, ...		50 8 0	...	...	173 8 0
		Total, ...	...	261 15 0	...	...	923 15 0

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
110 0 0	84 1 0	194 1 0	...	...	4 5 9	2 8 6	
110 0 0	48 2 0	158 2 0	...	...	6 5 9	4 9 2	
175 0 0	138 15 0	313 15 0	...	...	5 9 2	3 14 3	
114 0 0	108 6 6	222 6 6	...	...	3 9 6	1 15 8	
198 0 0	204 14 0	402 14 0	...	...	3 14 8	2 6 2	
107 8 0	49 1 0	156 9 0	...	...	6 4 6	4 1 7	
814 8 0	633 7 6	1,447 15 6	...	...	4 9 6	2 11 8	
268 4 0	11 8 0	279 12 0	...	...	5 1 2	2 6 8	
264 6 0	62 1 0	326 7 0	...	...	9 0 11	4 13 11	
254 4 0	51 8 0	305 12 0	...	...	5 4 4	2 5 6	
231 8 0	15 8 0	247 0 0	...	...	5 12 9	2 13 10	
278 12 0	7 1 0	285 13 0	...	...	3 7 10	1 6 6	
375 10 0	12 14 0	388 8 0	...	...	5 14 8	2 0 0	
241 12 0	7 13 0	249 9 0	...	...	4 9 5	2 1 4	
230 6 0	6 10 0	237 0 0	...	...	4 12 10	2 5 4	
251 10 0	104 2 0	355 12 0	...	...	6 3 1	2 15 5	
2,396 8 0	279 1 0	2,675 9 0	...	...	5 6 7	2 13 0	
98 0 0	15 0 0	113 0 0	...	...	3 10 4	3 2 7	
186 0 0	57 1 0	243 0 0	...	...	2 5 0	1 0 8	
170 0 0	18 0 0	158 0 0	...	...	2 9 5	2 2 1	
179 0 0	22 8 0	201 8 0	...	...	5 2 8	3 2 10	
179 12 0	17 4 0	197 0 0	...	...	3 2 10	1 13 2	
144 12 0	70 4 0	215 2 0	...	...	3 6 8	1 9 8	
275 1 7	79 11 0	354 3 7	...	...	5 14 6	3 2 8	
1,202 11 7	279 5 0	1,482 0 7	...	...	3 8 4	2 1 2	
158 0 0	93 10 0	151 10 0	...	...	3 10 4	1 9 1	
93 0 0	42 8 0	135 8 0	...	...	3 4 11	1 5 1	
251 0 0	136 2 0	387 2 0	...	...	3 8 3	1 7 7	
110 0 0	33 2 0	143 2 0	...	...	2 3 10	1 13 5	
110 0 0	59 4 0	169 7 0	...	...	2 11 6	1 13 8	
110 0 0	62 14 0	172 14 0	...	...	2 6 4	1 10 2	
20 0 0	7 8 0	27 8 0	...	...	0 10 2	0 10 2	
20 0 0	7 4 0	27 4 0	...	...	0 11 10	0 9 10	
370 0 0	170 3 0	540 3 0	...	...	1 15 4	1 1 7	
20 0 0	40 13 0	60 13 0	...	...	1 4 11	0 0 8	
30 0 0	20 2 0	50 2 0	...	...	1 3 8	0 13 4	
30 0 0	31 4 0	61 4 0	...	...	1 1 3	0 9 10	
165 0 0	173 10 0	338 10 0	...	...	6 0 7	3 4 2	
150 0 0	208 15 6	358 15 6	...	...	3 3 6	1 8 3	
20 0 0	12 2 0	32 2 0	...	...	1 0 1	0 12 0	
110 0 0	114 14 0	224 14 0	...	...	3 6 10	1 12 9	
525 0 0	601 12 6	1,126 12 6	...	...	2 12 7	1 6 9	
183 0 0	46 7 0	229 7 0	...	...	4 15 9	2 8 0	
240 0 0	48 10 0	288 10 0	...	...	4 14 3	1 15 2	
170 0 0	40 4 0	210 4 0	...	...	4 14 2	2 10 5	
231 0 0	63 10 0	294 10 0	...	...	4 2 5	2 1 0	
289 0 0	60 14 0	349 14 0	...	...	5 2 3	2 5 7	
1,113 0 0	259 13 0	1,372 13 0	...	...	4 12 6	2 2 3	
132 0 0	60 2 0	192 2 0	...	...	1 6 8	1 0 9	
132 0 0	50 9 0	182 9 0	...	...	1 3 3	0 15 2	
110 0 0	57 4 0	167 4 0	...	...	2 9 5	1 13 3	
132 0 0	76 8 0	208 8 0	...	...	5 9 10	2 6 8	
116 0 0	57 8 0	173 8 0	...	...	2 14 11	2 0 11	
622 0 0	301 15 0	923 15 0	...	...	1 15 1	1 8 0	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of guage English.	Arabic and Persian.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
							3RD CIRCLE, DEPARTMENT			
GOVERNMENT TAHSILI SCHOOLS.	JOUNPORE.	Goura Badshahpore,	On different dates.	49	11	...	60	48·40	...	...
		Kirakut, ...		38	17	...	55	38·38	...	8
		Shahgunge, ...		40	11	...	51	37·21	...	...
		Mundiahoon, ...		29	31	...	60	50·84	...	12
		Muchhlisuhar, ...		48	35	...	83	58·19	...	...
		Moongra Badshahpore, ...		106	14	...	120	93·83	...	4
		Total, ...	... ...	310	119	...	429	326·85	...	24
	MIRZAPORE.	Ahrora, ...	On different dates.	116	12	...	128	89·25	...	8
		Gopeegunje, ...		92	18	...	110	92·80	20	8
		Konr, ...		48	3	...	51	42·49	...	...
		Total, ...	... ...	256	33	...	289	224·54	20	16
		GRAND TOTAL, ...	... ...	3,406	905	9	4,320	3,370·93	89	770
							KUMAON CIRCLE, DEPARTMENT			
	KUMAON.	Dwarahat, ...	1st March, 1857,...	66	...	...	66	32	...	...
		Sialdem, ...	14th Septr., 1858,...	123	...	...	123	64	...	...
		Chumpawut, ...	1st October, 1858,...	58	...	3	61	43	...	...
		Pithoragurh, ...	9th October, 1858,...	72	2	4	78	60	...	...
		Deghat, ...	4th May, 1859,...	74	...	...	74	41	...	...
		Lohaghat, ...	24th May, 1859,...	80	20	4	104	70	...	...
		Milum, ...	1st July, 1859,...	...	...	10	10	25	...	...
		Hawalbagh, ...	21st Decr., 1859,...	44	2	5	51	36	...	...
		Bugwalipokhur, ...	1st July, 1860,...	67	...	...	67	52	...	...
		Murtolee, ...	1st Feby., 1861,...	...	...	48	48	27	...	...
		Manshee, ...	16th May, 1861,...	104	...	...	104	48	...	...
		Sheera, ...	1st October, 1861,...	51	...	4	55	31	...	...
		Bisyans, ...	19th Jany., 1862,...	...	...	35	35	39	...	...
		Gungolechat, ...	1st March, 1862, ..	...	...	...	...	12	...	...
		Darma, ...	1st Feby., 1864,...	...	...	15	15	22	...	...
		Someshwar, ...	16th Jany., 1864,...	60	5	8	73	72	...	...
		Gunain, ...	1st May, 1864,...	52	...	...	52	33	...	...
		Jaluree, ...	1st October, 1865,...	125	...	...	125	57	...	...
		Bamskhut, ...	1st Jany., 1866,...	32	...	...	32	24	...	...
		Golde, ...	1st Decr., 1865,...	45	...	...	45	28	...	...
		Chowpukhiya, ...	1st May, 1866,...	93	...	...	93	75	...	...
		Chamdeal, ...	22nd Octr., 1866,...	94	...	...	94	60	...	...
		Munsaree, ...	1st June, 1866,...	20	...	7	27	18	...	...
		Total, ...	... ...	1,260	29	143	1,432	939	...	...
	GURHWAI	Sreenuggur, ...	1st Septr., 1853,...	76	4	12	92	55	...	...
		Pokhuree, ...	1st August, 1859,...	37	...	...	37	25	...	...
		Pokhura, ...	1st March, 1859,...	45	...	...	45	28	...	...
		Saindhar, ...	16th March, 1859,...	57	...	...	57	38	...	...
		Kimnee, ...	1st June, 1860,...	31	...	2	33	25	...	...
		Punaren, .	" " ...	59	...	...	59	32	...	...
		Gumsalee, ...	1st Feby., 1861,...	4	...	75	79	36	...	...
		Bansoo, ...	1st May, 1861,...	60	...	...	60	40	...	...
		Josheemuth, ...	1st May, 1865,...	31	2	4	37	21	...	...
		Naithana, ...	1st May, 1865,...	42	...	...	42	33	...	...
		Lohuba, ...	1st June, 1865,...	51	2	...	53	25	...	...
		Palee, ...	1st Jany., 1863,...	54	2	4	60	35	...	...
		Buchhlee, ...	" " ...	110	...	...	110	73	...	...
		Mana, ...	1st June, 1866,...	...	...	...	...	22	...	...
		Nugur, ...	1st April, 1866,...	55	...	...	55	41	...	...
		Total, ...	... ...	712	10	97	819	529	...	...
		GRAND TOTAL, ...	... ...	1,972	39	240	2,251	1,468	...	...

DIX D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each language at the close of the year.				Monthly rate of Schooling Fees.	Receipts.			
Oordoo.	Hindi				From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued*)								
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
22	60	...	...	0 2 0	158 11 0	...	...	56 4 0
34	55	...	...	0 2 0	111 0 0	...	...	28 7 6
25	51	...	...	0 2 0	121 0 0	...	...	73 7 2
43	60	...	...	0 2 0	286 13 6	...	...	96 8 6
56	47	...	...	0 2 0	111 5 0	...	...	89 7 6
20	100	...	...	0 2 0	114 7 6	...	...	69 1 7
200	373	...	...	0 2 0	902 5 0	...	...	413 4 3
25	128	...	...	0 2 0	210 0 0	...	...	13 0 0
25	110	...	...	0 2 0	165 0 0	...	...	...
4	49	...	...	0 2 0	140 0 0	...	...	...
54	287	...	...	0 2 0	479 0 0	...	...	13 0 0
1,366	3,609	...	...	From 1 to 2 ans.	7,017 6 7	506 0 0	439 10 0	1,205 14 3
PUBLIC INSTRUCTION, N. W. P.								
...	66	...	...	0 1 0	91 11 0	...	...	...
...	123	...	...	0 1 0	96 8 0	...	...	...
...	61	...	...	0 1 0	144 15 0	...	...	...
...	78	...	...	0 1 0	149 9 6	...	...	...
...	74	...	...	0 1 0	98 6 0	...	...	...
...	104	...	...	0 1 0	212 3 0	...	...	...
...	10	...	...	0 1 0	90 6 0	...	...	...
...	51	...	...	0 1 0	77 2 0	...	...	...
...	67	...	...	0 1 0	183 2 6	...	...	...
...	48	...	...	0 1 0	40 0 0	...	...	...
...	104	...	...	0 1 0	173 9 0	...	...	...
...	55	...	...	0 1 0	120 6 0	...	...	...
...	35	...	...	0 1 0	150 0 0	...	...	...
...	...	...	...	0 1 0	34 8 0	...	...	...
...	15	...	...	0 1 0	82 0 0	...	...	...
...	73	...	...	0 1 0	102 9 6	...	...	...
...	52	...	...	0 1 0	118 4 0	...	...	...
...	125	...	...	0 1 0	119 13 0	...	...	...
...	32	...	...	0 1 0	107 7 3	...	...	...
...	45	...	...	0 1 0	66 6 6	...	...	...
...	93	...	...	0 1 0	129 13 0	...	...	...
...	94	...	...	0 1 0	72 0 0	...	...	...
...	27	...	...	0 1 0	88 0 0	...	...	...
...	1,432	...	...	0 1 0	2,548 11 3	...	...	...
...	92	...	...	...	474 8 3	...	...	...
...	37	...	...	...	57 12 6	...	...	...
...	45	...	...	...	113 2 0	...	...	...
...	57	...	...	...	84 13 0	...	...	...
...	33	...	...	...	117 10 6	...	...	...
...	59	...	...	...	147 10 8	...	...	...
...	79	...	...	...	134 3 6	...	...	...
...	60	...	...	...	81 2 6	...	...	...
...	37	...	...	...	102 13 4	...	...	...
...	42	...	...	...	119 10 3	...	...	...
...	53	...	...	...	125 10 0	...	...	...
...	60	...	...	...	114 14 3	...	...	...
...	110	...	...	...	142 10 9	...	...	...
...	...	...	...	...	95 10 6	...	...	...
...	55	...	...	...	87 0 9	...	...	...
...	819	...	...	...	1,999 4 9	...	...	...
...	2,251	...	...	0 1 0	4,548 0 0	...	...	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	2a.	3.	15.	16.	17.	18.
					2ND CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As P.	Rs. As. P.
GOVERNMENT TAHSILI SCHOOLS.	JOUNPORE	Goura Badshahpore,	On different dates.	19 4 0	...	...	234 3 0
		Kirakut, ...		35 14 0	...	...	175 5 6
		Shahgunge, ...		8 4 0	...	...	202 11 2
		Mundiahoon, ...		13 8 0	...	...	396 14 0
		Muchhlisuhar, ...		82 14 0	...	...	283 10 8
		Moongra Badshahpore, ...		17 14 0	...	...	201 7 1
		Total, ...	... ...	177 10 0	...	...	1,494 3 3
	MIRZAPORE.	Ahrora, ...	On different dates	106 0 0	...	...	329 0 0
		Gopeegunje, ...		108 0 0	...	...	273 0 0
		Kour, ...		54 0 0	...	...	158 0 0
		Total, ...	... ...	268 0 0	...	...	760 0 0
		GRAND TOTAL, ...	... ...	3,040 3 0	...	1 8 0	12,210 9 10
					KUMAON CIRCLE, DEPARTMENT		
	KUMAON.	Dwarahat, ...	1st March, 1857,...	...	...	...	91 11 0
		Sialdem, ..	14th Septr., 1858,...	...	...	...	96 8 0
		Chumpawut, ...	1st October, 1858,...	...	...	...	144 15 0
		Pithoragurh, ...	9th October, 1858, ..	...	...	...	149 9 6
		Deghat, ...	4th May, 1859,...	...	...	...	98 6 0
		Lohaghat, ...	24th May, 1859, ..	...	...	...	212 3 0
		Milum, ...	1st July, 1859,...	...	...	...	90 6 0
		Hawalbagh, ...	21st Decr., 1859,...	...	...	...	77 2 0
		Bugwalipokhur, ...	1st July, 1860,...	...	...	...	183 2 6
		Murtolee, ...	1st Feby., 1861,...	2 0 0	...	...	42 0 0
		Manshee, ...	16th May, 1861,...	...	...	...	173 9 0
		Sheera, ...	1st October, 1861,...	...	...	...	120 6 0
		Bisyans, ...	19th Jany., 1862,...	8 4 0	...	...	158 4 0
		Gungoleehat, ...	1st March, 1862,...	...	...	...	34 8 0
		Darma, ...	1st Feby., 1864,...	...	...	...	82 0 0
		Someshwar, ...	16th Jany., 1864,...	...	...	...	102 9 6
		Gunain, ...	1st May, 1864,...	...	...	...	118 4 0
		Jaluree, ...	1st October, 1865,...	...	...	...	119 13 0
		Bamskhut, ...	1st Jany., 1866,...	...	...	...	107 7 3
		Golde, ..	1st Decr., 1865,...	...	...	...	66 6 6
		Chowpukhiya, ...	1st May, 1866,...	...	...	...	129 13 0
		Chamdeal, ...	22nd Octr., 1866,...	...	...	...	72 0 0
		Munsaree, ...	1st June, 1866,...	2 8 0	...	...	90 8 0
		Total, ...	... ...	12 12 0	...	...	1,561 7 3
	GURHWAL.	Sreenuggur, ...	1st Septr., 1853,...	...	...	...	474 8 3
		Pokhuree, ...	1st August, 1859,...	...	...	...	57 12 6
		Pokhura, ...	1st March, 1859,...	...	...	...	113 2 0
		Saindhar, ..	16th March, 1859,...	...	...	...	84 13 0
		Kimnee, ..	1st June, 1860,...	...	...	...	117 10 6
		Punaren, ...	... ...	...	...	...	147 10 8
		Gumsalee, ..	1st Feby., 1861,...	...	...	...	134 3 6
		Bansoo, ..	1st May, 1861,...	...	...	...	81 2 6
		Josheemuth, ...	1st May, 1865,...	...	...	...	102 13 4
		Naithana, ..	1st May, 1865,...	...	...	...	119 10 3
		Lohuba, ..	1st June, 1865, ..	...	...	...	125 10 0
		Palee, ...	1st Jany., 1863,...	...	...	...	114 14 3
		Buchhlee, ...	,, ,,	...	...	...	142 10 9
		Mana, ...	1st June, 1866,...	...	...	...	95 10 5
		Nugur, ...	1st April, 1866,...	...	...	...	87 0 9
		Total, ..	... ...	...			1,999 4 9
		GRAND TOTAL, ...	... ...	12 12 0	...	...	4,560 12 0

DIX. D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts	Annual cost of educating each pupil		Remarks.
Current.	Extraordinary.	Total.			Total Cost	Cost to Government.	
19.	20.	21.	22.	23	24.	25.	26.
PUBLIC INSTRUCTION, N. W P —(*Concluded*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As P.	
163 2 0	71 1 0	234 3 0	...	...	4 13 4	3 4 3	
137 15 6	37 6 0	175 5 6	...	...	4 8 11	2 14 3	
162 0 0	40 11 2	202 11 2	...	...	5 6 10	3 4 0	
205 0 0	191 14 0	396 14 0	...	...	4 12 7	5 10 0	
198 0 0	85 10 6	283 10 6	...	...	4 13 10	1 14 6	
150 0 0	50 7 1	201 7 1	...	...	2 2 3	1 3 5	
1,017 1 6	477 1 9	1,494 3 3	...	...	4 9 2	2 12 2	
210 0 0	119 0 0	329 0 0	...	...	3 11 0	2 5 8	
165 0 0	108 0 0	273 0 0	...	...	2 14 11	1 12 5	
104 0 0	54 0 0	158 0 0	...	...	3 11 2	2 7 2	
479 0 0	281 0 0	760 0 0	...	...	3 6 2	2 2 2	
8,790 13 0	3,419 12 9	12,210 9 10	...	...	3 9 10	2 1 8	
PUBLIC INSTRUCTION, N. W. P.—(*Continued*)							
72 0 0	25 2 11	97 2 11	...	5 7 11	3 0 7	2 10 8	
79 0 0	25 4 10	104 4 10	...	7 12 10	1 10 0	1 8 1	
132 0 0	18 6 11	150 6 11	...	5 7 11	3 8 0	3 5 11	
135 0 0	20 1 5	155 1 5	...	5 7 11	2 9 4	2 7 10	
90 0 0	13 13 11	103 13 11	...	5 7 11	2 8 6	2 6 4	
184 0 0	33 10 11	217 10 11	...	5 7 11	3 1 9	3 0 8	
88 0 0	7 13 11	95 13 11	...	5 7 11	3 13 4	3 9 10	
73 0 0	9 9 11	82 9 11	...	5 7 11	2 4 9	2 2 3	
165 0 0	23 10 5	188 10 5	...	5 7 11	3 10 0	3 8 4	
40 0 0	5 3 0	45 3 0	...	3 3 0	1 10 9	1 7 8	
156 0 0	23 0 11	179 0 11	...	5 7 11	3 11 8	3 9 10	
104 0 0	21 13 11	125 13 11	...	5 7 11	4 1 0	3 14 1	
150 0 0	13 11 0	163 11 0	..	5 7 0	4 3 2	3 13 7	
34 0 0	1 4 0	35 4 0	...	0 12 0	2 14 8	2 14 0	
82 0 0	5 7 11	87 7 11	...	5 7 11	3 15 7	3 11 7	
99 0 0	15 0 6	114 0 6	...	11 [illegible] 0	2 11 5	2 7 1	
99 0 0	24 11 11	123 11 11	...	5 7 11	3 12 0	3 9 4	
99 0 0	26 4 11	125 4 11	...	5 7 11	2 3 2	2 1 7	
88 0 0	24 15 2	112 15 2	...	5 7 11	4 11 3	4 7 7	
55 0 0	16 14 5	71 14 5	...	5 7 11	2 9 0	2 5 11	
109 0 0	26 4 9	135 4 9	...	5 7 9	1 12 10	1 11 8	
72 0 0	4 5 11	76 5 11	...	4 5 11	1 4 4	1 3 2	
88 0 0	7 15 4	95 15 4	...	5 7 4	5 5 4	4 14 2	
2,293 0 0	394 12 10	2,687 12 10	...	126 5 7	2 13 10	2 11 5	
374 0 0	107 2 3	481 2 3	...	6 10 0	8 12 0	8 10 0	
55 0 0	8 4 5	63 4 5	...	5 7 11	2 8 6	2 4 11	
110 0 0	8 9 4	118 9 11	...	5 7 11	4 1 5	3 14 5	
70 0 0	20 4 11	90 4 11	...	5 7 11	2 6 0	2 4 2	
110 0 0	13 2 5	123 2 5	...	5 7 11	4 14 10	4 11 3	
132 0 0	21 2 7	153 2 7	...	5 7 11	4 12 7	4 9 10	
126 0 0	13 11 5	139 11 5	...	5 7 11	3 14 0	3 11 11	
77 0 0	9 10 5	86 10 5	...	5 7 11	2 2 8	2 0 6	
88 0 0	20 5 3	108 5 3	...	5 7 11	5 2 6	4 14 4	
110 0 0	15 2 2	125 2 2	...	5 7 11	3 12 1	3 10 0	
104 0 0	27 1 11	131 1 11	...	5 7 11	5 3 11	5 0 5	
110 0 0	10 6 2	120 6 2	...	5 7 11	3 7 0	3 4 6	
114 0 0	34 2 8	148 2 8	...	5 7 11	2 0 6	1 15 3	
95 0 0	6 2 5	101 2 5	...	5 7 11	4 9 7	4 5 7	
80 0 0	12 8 8	92 8 8	..	5 7 11	2 4 1	2 0 11	
1,755 0 0	327 13 7	2,082 13 7	...	83 8 10	3 14 11	3 12 4	
4,048 0 0	722 10 5	4,770 10 5	...	209 14 5	3 4 0	3 1 7	

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah	Locality. Tehsili.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Guage English.	Arabic and Persian.
1	2.	2a.	3.	4.	5	6	7.	8.	9.	9a.
							3RD CIRCLE, DEPARTMENT			
Government Tahsili Schools	Ajmere Circle.	Pushkur, ...	1860, ...	93	...	...	93	92·3	...	...
		Pisangan, ...	1859, ...	58	4	...	62	58·6	...	...
		Gobindgurh, ...	" ...	45	...	...	45	41·51	...	...
		Sree Nagar, ...	" ...	61	1	...	62	62 2	...	...
		Ramsur, ...	1865, ...	32	4	...	36	38·3	...	...
		Junea, ...	" ...	38	3	...	41	38·87	...	...
		Kekri, ...	1859, ...	45	5	...	50	55·15	...	...
		Baghera, ...	1862, ...	39	2	...	41	40 47	...	...
		Sawur, ...	1865, ...	52	...	...	52	52 2	...	...
		Deolia, ...	1862, ...	16	4	...	20	28·00	...	...
		Raj Gurh, ...	1865, ...	44	...	...	44	41 83	...	...
		Jethana, ...	1866, ...	20	...	...	20	22 24	...	...
		Karail, ...	" ...	47	...	...	47	28·2	...	...
		Bhanpanery, ...	" ...	13	...	...	13	25 9	...	...
		Bandunwara, ...	" ...	24	...	...	24	24 9	...	...
		Deogaon, ...	" ...	34	...	...	34	35·3	...	...
		Dalwara, ...	1859, ...	19	...	...	19	19 00	...	...
		Shamgurh, ..	1862, ...	10	...	...	10	10·	...	...
		Kabra, ...	" ...	21	...	...	21	21	...	...
		Kolekirana, ...	1864, ...	20	...	...	20	20·	...	...
		Bali, ...	1858, ...	18	...	...	18	18·	...	...
		Barakera, ...	1864, ..	21	...	...	21	21·	...	...
		Mundla, ...	" ...	31	...	...	31	31·	...	...
		Dewair, ...	" ...	27	...	...	27	27·	...	...
		Berar, ...	1858, ...	22	...	...	22	22·	...	...
		Kachbali, ...	1864, ...	16	...	...	16	16·	...	...
		Sarote, ...	" ...	17	...	...	17	17·	...	...
		Rawalmal, ...	1860, ...	25	...	...	25	25·	...	...
		Athone, ...	1863, ...	22	...	...	22	22·	...	...
		Bhanota, ...	1865, ...	40	...	...	40	43	...	...
		Total, ...	...	970	23	...	993	997 97	...	...
		Grand Total, ...	...	17,004	4,267	266	21,537	18,350·33	937	1,959

DIX D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Pupils studying in each language at the close of the year				Monthly rate of School-ing Fees.	Receipts.			
Urdu.	Hindi.				From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	93	...	...	0 1 0	281 13 5	11 2 6	...	...
...	62	...	...	0 1 6	311 0 10	12 13 0	...	...
...	45	...	...	0 1 0	257 13 5	4 3 0	...	...
...	62	...	...	0 1 0	281 13 0	8 11 0	...	...
...	36	...	...	0 1 0	283 15 5	3 13 6	...	...
...	41	...	...	0 1 0	280 10 3	3 8 0	...	...
...	50	...	...	0 1 0	309 15 3	8 12 6	...	...
...	41	...	...	0 1 0	263 13 5	4 4 6	...	...
...	52	...	...	0 1 0	281 13 5	2 12 0	...	...
...	20	...	...	0 1 0	245 13 5	3 2 0	...	...
...	44	...	...	0 1 0	256 13 5	1 3 6	...	...
...	20	...	...	From 1 to 2 ans.	225 13 5	0 3 6	...	...
...	47	...	...	"	227 13 5	0 7 6	...	...
...	13	...	...	0 1 0	227 13 5	0 4 0	...	...
...	24	...	...	From 1 to 2 ans	226 13 5	0 8 6	...	...
...	34	...	...	0 1 0	226 3 3	0 4 0	...	...
...	19	...	...	...	119 1 2	...	...	...
...	10	...	...	...	119 1 2	...	...	...
...	21	...	...	...	143 1 2	...	...	...
...	20	...	...	...	143 1 2	...	...	...
...	18	...	...	...	143 1 2	...	...	...
...	21	...	...	...	143 1 2	...	...	...
...	31	...	...	...	143 1 2	...	...	...
...	27	...	...	...	167 1 2	...	...	...
...	22	...	...	...	143 1 2	...	...	...
...	16	...	...	...	143 1 2	...	...	...
...	17	...	...	...	143 1 2	...	...	...
...	25	...	...	...	143 1 2	...	...	...
...	22	...	...	...	119 1 2	...	...	...
...	40	...	...	0 1 0	257 13 5	3 3 0	...	...
...	993	...	...	...	6,259 12 9	69 4 0	...	...
8,105	14,239	...	...	...	46,220 8 0	673 4 0	2,971 11 1	9,681 7

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total
1.	2.	2a	3.	15.	16.	17.	18.
					AJMERE CIRCLE, DEPARTMENT		
				Rs As. P.		Rs. As P.	Rs. As P
Government Tahsili Schools	Ajmere Circle.	Pushkur, ...	1860, ...	28 15 0	...	1 0 0	322 14 11
		Plsangan, ...	1859, ...	35 3 0	...	2 0 0	361 0 10
		Gobindgurh, ...	" ...	25 11 0	...	...	287 11 5
		Sree Nagar, ...	" ...	30 0 0	...	...	320 8 0
		Ramsur, ...	1865, ...	20 2 0	...	...	307 14 11
		Junea, ...	" ...	23 2 0	...	...	307 4 3
		Kekri, ...	1859, ...	34 0 6	...	...	352 12 3
		Baghera, ...	1862, ...	20 3 0	...	...	288 4 11
		Sawur, ...	1865, ...	27 8 0	...	...	312 1 5
		Deolia, ...	1862, ...	13 6 0	...	3 0 0	265 5 5
		Raj Gurh, ...	1865, ...	19 8 0	...	...	277 8 11
		Jethana, ...	1866, ...	12 4 6	...	...	238 5 5
		Karail, ...	" ...	12 7 0	...	...	240 11 11
		Bhanpanery, ...	" ...	9 9 0	...	...	237 10 5
		Bandunwara, ...	" ...	19 4 0	...	...	246 9 11
		Deogaon, ...	" ...	15 15 0	...	...	242 6 3
		Dalwara, ...	1859, ...	...	...	...	119 1 2
		Shamgurh, ...	1862, ...	...	...	...	119 1 2
		Kabra, ...	" ...	...	...	...	143 1 2
		Kolekirana, ..	1864, ...	..	...	...	143 1 2
		Bali, ...	1858, ...	...	...	...	143 1 2
		Barakera, ...	1864, ...	...	...	...	143 1 2
		Mundla, ...	" ...	...	...	...	143 1 2
		Dewair, ..	" ...	...	...	...	167 1 2
		Berar, ...	1858, ...	...	...	...	143 1 2
		Kachbali, ...	1864, ...	.	...	...	143 1 2
		Sarote, ...	" ...	...	...	...	143 1 2
		Rawalmal, ...	1860, ...	...	...	...	148 1 2
		Athone, ...	1863, ...	...	...	...	119 1 2
		Bhanota, ...	1865, ...	15 13 0	...	...	276 13 5
		Total, ...	... ..	362 15 0	..	6 0 0	6,697 15 9
		Grand Total, ...	... ...	14,349 4 8	...	43 12 0	73,939 14 11

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 1st June, 1867.

DIX D.

General Education for the year 1866-67.

LOWER CLASS (TAHSILI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
281 13 5	81 10 6	363 7 11	...	40 9 0	3 3 9	3 0 5	
311 0 10	65 3 0	376 3 10	...	15 3 0	6 1 1	5 0 3	
257 13 5	28 9 0	286 6 5	1 5 0	...	6 5 9	5 11 8	
281 13 5	55 3 0	337 0 5	...	16 8 5	5 6 11	4 8 8	
283 15 5	18 15 6	302 14 11	5 0 0	...	8 6 7	7 14 2	
280 10 2	20 14 0	301 8 2	5 12 1	...	7 5 7	6 13 6	
308 15 8	33 5 6	342 5 2	10 7 1	...	6 13 10	6 3 2	
263 13 5	21 7 6	255 4 11	3 0 0	...	6 15 4	6 6 11	
281 13 5	21 12 0	303 9 5	8 8 0	...	5 13 4	5 6 8	
245 13 5	21 14 0	267 11 5	...	2 6 0	13 6 2	12 8 4	
250 13 5	7 8 0	264 5 5	13 3 6	...	6 0 1	5 13 4	
225 13 5	7 4 0	233 1 5	5 4 0	...	11 10 5	11 4 8	
227 13 5	8 15 6	236 12 11	3 15 0	...	5 0 11	4 13 6	
227 13 5	5 4 0	233 1 5	4 9 0	...	17 14 10	17 8 5	
226 13 5	13 12 0	240 9 5	6 0 6	...	11 0 4	9 7 2	
226 3 3	12 10 0	238 13 3	3 9 0	...	7 0 4	6 10 5	
119 1 2	...	119 1 2	...	...	6 4 3	6 4 3	
119 1 2	...	119 1 2	...	...	11 14 6	11 14 6	
143 1 2	...	143 1 2	...	...	6 13 0	6 13 0	
143 1 2	...	143 1 2	...	...	7 2 5	7 2 5	
143 1 2	...	143 1 2	...	...	7 15 2	7 15 2	
143 1 2	...	143 1 2	...	...	6 13 0	6 13 0	
143 1 2	...	143 1 2	...	...	4 9 10	4 9 10	
167 1 2	...	167 1 2	...	...	6 3 0	6 3 0	
143 1 2	...	143 1 2	...	...	6 8 0	6 8 0	
143 1 2	...	143 1 2	...	...	8 15 0	8 15 0	
143 1 2	...	143 1 2	...	...	8 6 7	8 6 7	
143 1 2	...	143 1 2	...	...	5 11 6	5 11 6	
119 1 2	...	119 1 2	...	...	5 7 7	5 7 7	
257 13 5	26 12 6	284 9 11	...	7 12 6	7 1 10	6 7 1	
6,258 13 6	451 0 0	6,709 13 6	70 9 2	82 6 11	...	...	
49,894 3 9	24,603 13 2	74,498 0 11	164 9 2	722 11 2	...	...	

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality: District.	Locality: Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year: Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	1a.	1b.	2.	3.	4.	5.	6	7.	8.
					1st CIRCLE, DEPARTMENT				
Hatqabandi Schools.	Allygurh.	Allygurh, ...	8	1865.	168	5	...	173	174
		Hathras, ...	32	1854	1,150	58	...	1,208	938
		Khyr, ...	4	1864.	125	5	...	130	84
		Secundra Rao, ...	21	"	654	92	...	746	633
		Attrowli, ...	15	"	376	71	...	447	373
		Iglass, ...	15	1858.	510	32	...	542	432
		Total, ...	95	...	2,983	263	...	3,246	2,634
	Boolundshahr.	Boolundshahr, ...	42	1856.	1,181	299	...	1,480	1,211
		Secundrabad, ...	28	"	769	172	...	941	768
		Anoopshuhur, ...	25	"	787	155	...	942	739
		Khurja, ...	24	"	756	90	...	846	676
		Total, ...	119	...	3,493	716	...	4,209	3,394
	Meerut.	Meerut, ...	23	1858.	300	279	2	581	458
		Sirdhana, ...	17	"	564	59	...	623	419
		Ghaziabad, ..	34	1859.	951	140	...	1,091	926
		Baghput, ...	22	"	633	76	...	709	501
		Hapore, ...	20	"	663	183	...	846	550
		Mooana, ...	15	"	370	164	...	534	436
		Total, ...	131	...	3,481	901	2	4,384	3,290
	Moozuffernuggur.	Moozuffernuggur, ...	27	1858.	517	288	...	805	645
		Jansuth, ...	26	1859.	524	268	...	792	687
		Shamli, ...	26	"	492	355	...	847	760
		Burhana, ..	28	"	592	329	...	921	782
		Total, ...	107	...	2,125	1,240	...	3,365	2,874
	Saharunpore.	Saharunpore, ...	22	1860.	289	441	...	730	688
		Deobund, ...	30	1862.	592	410	...	1,002	971
		Roorkee, ...	25	1861.	580	249	...	829	769
		Nakur, ...	24	"	319	501	...	820	770
		Total, ...	101	...	1,780	1,601	...	3,381	3,198
	Dehra Doon	Dehra Doon, ...	3	1864.	102	...	...	102	72
		Total, ...	3	...	102	...	...	102	72
	Pilibhit	Pilibhit, ...	6	1865.	181	5	...	186	123
		Total, ...	6	...	181	5	...	186	123
	Budaon.	Budaon, ...	23	1856.	574	123	...	697	576
		Daragunj, ...	20	"	458	60	...	518	375
		Bissowli, ...	18	"	424	61	...	485	377
		Gunour, ...	10	"	242	42	...	284	261
		Sahswan, ...	15	"	296	67	...	363	288
		Total, ...	86	...	1,994	353	...	2,347	1,877
	Moradabad.	Moradabad, ...	17	1862.	363	282	...	645	522
		Hosseinpore,	16	"	392	208	...	600	453
		Sumbhul, ...	14	1863.	348	144	...	492	376
		Amroha, ...	4	1865.	96	54	...	150	126
		Bilari, ...	17	1860.	314	162	...	476	400
		Total, ...	68	...	1,513	850	...	2,363	1,877

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.											
								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	24	...	173	...	1 Anna.	...	...	...	1,222 6 9
10	...	39	242	...	1,061	...	"	31 7 8	...	...	3,244 7 5
...	...	...	8	...	129	...	"	17 10 1	...	...	693 9 11
...	...	87	212	...	507	...	"	...	...	...	2,256 8 1
...	...	93	143	...	340	...	"	...	...	...	1,251 1 11
...	...	...	71	...	528	...	"	43 11 2	...	...	1,499 12 7
10	...	219	700	...	2,738	...	"	92 12 11	...	...	10,167 14 8
5	...	...	643	...	847	...	1 Anna.	1,333 7 7	...	1,264 0 0	...
...	...	...	291	...	657	...	"	1,216 12 2	...	1,164 12 2	...
5	...	...	336	...	624	...	"	1,297 1 1	...	1,245 1 1	...
5	...	...	260	...	614	...	"	1,266 13 2	...	1,213 13 2	...
15	...	...	1,530	...	2,742	...	"	5,114 2 0	...	4,887 10 5	...
...	...	...	450	...	131	...	1 Anna	80 12 6	...	...	2,850 7 5
...	...	...	190	...	433	...	"	36 12 3	...	...	2,462 13 10
...	...	...	451	...	640	...	"	36 12 3	...	...	3,249 12 5
...	...	...	280	...	429	...	"	36 12 3	...	...	3,872 9 0
...	...	...	461	...	385	...	"	36 12 3	...	...	2,805 6 7
...	...	...	253	...	281	...	"	36 12 3	...	...	1,505 13 6
...	...	...	2,085	...	2,299	...	"	264 9 9	...	...	16,246 14 9
...	...	59	744	...	71	...	1 Anna	1,232 9 8	...	1,198 8 6	...
...	...	66	498	...	301	...	"	1,249 12 0	...	1,217 4 0	...
...	...	104	739	...	119	...	"	1,547 5 1	...	1,511 14 4	...
...	...	85	689	...	235	...	"	1,476 4 11	...	1,442 3 8	...
...	...	314	2,670	...	726	...	"	5,505 15 8	...	5,369 14 6	...
...	...	12	603	...	127	...	1 Anna.	1,221 14 0	...	1,181 14 0	...
7	...	10	811	...	191	...	"	1,355 0 0	...	1,300 0 0	...
...	...	13	495	...	334	...	"	1,141 0 0	...	1,100 0 0	...
...	...	12	820	...	...	...	"	1,347 4 9	...	1,303 4 9	...
7	...	47	2,729	...	652	...	"	5,065 2 9	...	4,885 2 9	...
...	...	...	...	...	102	...	1 Anna.	142 12 0	...	142 12 0	...
...	...	...	...	...	102	...	"	142 12 0	...	142 12 0	...
...	...	...	78	...	121	...	1 Anna.	...	...	...	689 11 10
...	...	...	78	...	121	...	"	...	...	...	689 11 10
...	...	...	443	...	254	...	1 Anna	39 8 1	...	...	1,804 2 10
...	...	...	249	...	269	...	"	29 11 6	...	...	1,630 2 9
...	...	...	353	...	132	...	"	28 1 0	...	...	1,592 6 9
...	...	4	160	...	124	...	"	22 9 0	...	...	1,003 9 3
...	...	...	284	...	79	...	"	16 8 0	...	...	1,658 10 9
...	...	4	1,489	...	858	...	"	136 5 7	...	...	7,689 0 4
...	...	...	462	...	182	...	1 Anna.	38 11 2	...	...	1,734 11 7
...	...	93	424	...	176	...	"	20 2 7	...	...	1,888 13 9
...	...	...	406	...	86	...	"	27 4 5	...	...	2,370 6 4
...	...	19	112	...	38	...	"	23 10 3	...	...	1,461 0 4
...	...	...	378	...	98	...	"	33 13 5	...	...	2,362 11 7
...	...	112	1,782	...	580	...	"	143 9 10	...	...	9,817 11 7

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								1st CIRCLE, DEPARTMENT
					Rs. As. P.			Rs. As. P.
Halqabendi Schools.	Allygurh.	Allygurh, ...	8	1865.	34 4 0	...	...	1,256 10 9
		Hathras, ...	32	1854.	207 13 0	...	...	3,483 12 1
		Khyr, ...	4	1864.	15 10 0	...	...	726 14 0
		Secundra Rao, ...	21	"	149 13 0	...	...	2,405 11 1
		Attrowli, ...	15	"	85 2 0	...	...	1,336 3 11
		Iglass, ...	15	1858.	110 8 0	...	...	1,653 15 9
		Total, ...	95	...	602 8 0	...	...	10,863 3 7
	Boolundshahr.	Boolundshahr, ...	42	1856.	607 7 9	...	...	3,204 15 4
		Secundrabad, ...	28	"	389 6 2	...	...	2,770 14 6
		Anoopshuhur, ...	25	"	334 4 9	...	...	2,876 6 11
		Khurja, ...	24	"	339 13 0	...	...	2,820 7 4
		Total, ...	119	...	1,670 15 8	...	...	11,672 12 1
	Meerut.	Meerut, ...	23	1858.	35 8 0	...	...	2,966 11 11
		Sirdhana, ...	17	"	22 5 0	...	...	2,521 15 1
		Ghaziabad, ...	34	1859.	112 7 0	...	...	3,398 15 8
		Baghput, ...	22	"	30 9 0	...	...	3,939 14 3
		Hapore, ...	20	"	21 6 0	...	...	2,363 8 10
		Mooana, ...	15	"	15 1 0	...	...	1,557 10 9
		Total, ...	131	...	237 4 0	...	...	16,748 12 6
	Mozuffernuggur.	Mozuffernuggur, ...	27	1858.	148 2 0	...	...	2,579 4 2
		Jansuth, ...	26	1859.	143 11 0	...	...	2,610 11 0
		Shamli, ...	26	"	142 8 0	...	...	3,201 11 5
		Burhana, ...	28	"	158 2 0	...	...	3,076 10 7
		Total, ...	107	...	592 7 0	...	...	11,468 5 2
	Saharunpore.	Saharunpore, ...	22	1860.	133 8 0	...	...	2,537 4 0
		Deobund, ...	30	1862.	207 0 0	...	...	2,862 0 0
		Roorkee, ...	25	1861.	140 0 0	...	...	2,381 0 0
		Nakur, ...	24	"	141 0 0	...	...	2,791 9 6
		Total, ...	101	...	621 8 0	...	...	10,571 13 6
	Dehra Doon.	Dehra Doon, ...	3	1864.	14 12 0	...	...	300 4 0
		Total, ...	3	...	14 12 0	...	...	300 4 0
	Pilibhit.	Pilibhit, ...	6	1865.	...	...	...	689 11 10
		Total, ...	6	...	...	...	...	689 11 10
	Budaon.	Budaon, ...	23	1856.	17 14 0	...	...	1,861 8 11
		Datagunj, ...	20	"	...	...	...	1,659 14 3
		Bissowli, ...	18	"	25 7 0	...	...	1,645 14 9
		Gunour, ...	10	"	16 8 0	...	...	1,042 10 3
		Sahswan, ...	15	"	26 13 0	...	...	1,711 15 9
		Total, ...	86	...	86 10 0	...	...	7,921 15 11
	Moradabad.	Moradabad, ...	17	1862.	20 4 0	...	...	1,793 10 9
		Hosseinpore, ...	16	"	10 0 0	...	...	1,919 0 4
		Sumbhul, ...	14	1863.	29 5 0	...	...	2,426 15 9
		Amroha, ...	4	1865.	12 0 0	...	...	1,496 10 7
		Bilari, ...	17	1860.	35 4 0	...	...	2,431 13 0
		Total, ...	68	...	106 13 0	...	...	10,068 2 5

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
828 5 11	73 6 2	901 12 1	354 14 8	...	5 2 11	...	
2,219 0 1	513 14 6	2,732 14 7	750 13 6	...	2 14 7	0 0 6	
193 13 1	62 15 3	256 12 4	470 1 8	...	3 0 11	0 3 4	
1,629 11 10	247 1 9	1,876 13 7	528 13 6	...	2 15 5	...	
1,145 0 0	144 11 10	1,289 11 10	46 8 1	...	3 7 4	...	
1,103 5 3	243 2 11	1,346 8 2	307 7 7	...	3 1 10	0 1 7	
7,119 4 2	1,285 4 5	8,404 8 7	2,458 11 0	...	3 3 1	1 1 7	
2,877 0 0	1,047 14 2	3,924 14 2	...	719 14 10	3 3 10	1 1 7	
1,918 0 0	798 10 5	2,716 10 5	54 4 1	...	3 8 7	1 9 4	
1,687 15 6	728 8 11	2,416 8 5	459 14 6	...	3 4 4	1 12 1	
1,688 0 0	738 1 2	2,426 1 2	394 6 2	...	3 9 5	1 14 0	
8,170 15 6	3,313 2 8	11,484 2 2	908 8 9	719 14 10	3 6 2	1 8 1	
1,546 11 1	277 3 0	1,823 14 1	1,142 13 10	...	3 15 9	0 2 10	
1,400 5 0	219 15 9	1,620 4 9	901 10 4	...	3 13 10	0 1 5	
2,595 2 11	310 1 7	2,905 4 6	493 11 2	...	3 2 2	0 0 8	
1,575 12 2	228 3 8	1,803 15 10	2,135 14 5	...	3 9 7	0 1 2	
1,717 10 6	219 0 7	1,936 11 1	426 13 9	...	3 8 6	0 1 0	
1,145 1 4	207 11 7	1,352 12 11	204 13 10	...	3 1 8	0 1 4	
9,980 11 0	1,462 4 2	11,442 15 2	5,305 13 4	...	3 7 8	0 1 3	
1,988 5 4	325 12 0	2,314 1 4	265 2 10	...	3 9 5	1 14 7	
1,895 15 3	308 14 7	2,204 13 10	405 13 2	...	3 3 4	1 13 1	
1,975 3 0	318 12 9	2,293 15 9	907 11 8	...	3 0 4	2 0 7	
1,997 13 7	346 6 6	2,344 4 1	732 6 6	...	3 0 0	1 14 2	
7,857 5 2	1,299 13 10	9,157 3 0	2,311 2 2	...	3 3 0	1 14 8	
1,628 12 9	354 13 3	1,983 10 0	553 10 0	...	2 14 2	2 12 5	
1,949 6 8	351 4 7	2,300 11 3	561 4 9	...	2 5 11	1 6 4	
1,535 13 4	259 2 0	1,794 15 4	586 0 8	...	2 5 4	1 7 9	
1,704 5 4	297 10 0	2,001 15 4	789 10 2	...	2 9 7	1 12 0	
6,818 6 1	1,262 13 10	8,081 3 11	2,490 9 7	...	2 8 5	1 9 4	
253 0 0	29 4 2	282 4 2	17 15 10	...	3 14 9	...	
253 0 0	29 4 2	282 4 2	17 15 10	...	3 14 9	...	
354 3 6	63 12 0	417 15 6	271 12 4	...	3 5 5	...	
354 3 6	63 12 0	417 15 6	271 12 4	...	3 5 5	...	
1,624 2 1	201 2 1	1,825 4 2	36 4 9	...	3 2 5	0 1 1	
1,178 5 9	171 5 11	1,349 11 8	310 2 7	...	3 9 7	0 1 3	
1,194 13 4	193 10 3	1,388 7 7	257 7 2	...	3 10 11	0 1 2	
760 1 8	173 15 4	934 1 0	108 9 3	...	3 9 3	0 1 5	
923 6 8	191 7 4	1,114 14 0	597 1 9	...	3 13 11	0 1 6	
5,680 13 6	931 8 11	6,612 6 5	1,309 9 6	...	4 3 6	0 1 3	
1,161 8 11	143 4 7	1,304 13 6	488 13 3	...	2 8 0	0 1 2	
1,201 8 11	125 2 7	1,326 11 6	592 4 10	...	2 14 10	0 0 9	
840 3 6	151 9 5	991 12 11	1,435 2 10	...	2 10 2	0 1 2	
251 1 7	129 10 3	380 11 10	1,115 14 9	...	3 0 4	0 3 0	
1,118 10 9	166 5 0	1,284 15 9	1,146 13 3	...	3 3 5	0 1 4	
4,593 1 8	715 15 10	5,289 1 6	4,779 0 11	...	2 13 1	0 1 3	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
						1st CIRCLE, DEPARTMENT			
HALQABANDI SCHOOLS.	SHAHJEHANPORE.	Shahjehanpore, ...	24	1854.	805	57	...	862	635
		Tilhur, ...	29	"	754	171	...	925	670
		Jellalabad, ...	26	"	794	24	...	818	571
		Powayan, ...	23	"	803	33	...	836	567
		Khotar, ...	5	"	123	4	...	127	84
		Total, ...	107	...	3,279	289	...	3,568	2,527
		GRAND TOTAL, 1st CIRCLE,	823	...	20,931	6,216	2	27,151	21,866
						2nd CIRCLE, DEPARTMENT			
	AGRA.	Huzoor Tahsil, ...	22	Different dates.	563	17	...	580	573·33
		Eradutnugger, ...	19		513	12	...	525	511·66
		Futtehabad, ...	22		574	4	...	578	554·66
		Etmadpore, ...	33		756	25	...	781	687·
		Ferozabad, ...	22		583	18	...	601	570·3
		Bah Pinahut, ...	32		991	15	...	1,006	938·89
		Kheragurh, ...	20		477	13	...	490	519·
		Futtehpore Sicri, ...	17		423	10	...	433	435·
		Furrah, ..	24		702	47	...	749	673·19
		Total, ...	211	...	5,582	161	...	5,743	5,463·13
	CAWNPORE.	Jajmow, ...	6	Different dates.	198	2	...	200	181·57
		Sarh Salempore, ...	14		439	5	...	444	493 16
		Ghatumpore, ...	11		263	10	...	273	280 05
		Bilhour, ...	11		327	15	...	342	363·61
		Sheorajpore, ...	2		106	2	...	108	114 57
		Sheoli, ...	3		100	3	...	103	92 07
		Bithoor, ...	7		270	22	...	292	282·71
		Russoolabad, ...	8		196	5	...	201	209·93
		Ukburpore, ...	9		245	7	...	252	252·99
		Bhognipore, ...	6		194	8	...	202	235·31
		Secundra, ...	6		173	7	...	180	181·56
		Deyrapore, ...	12		361	2	...	363	362·31
		Total, ...	95	...	2,872	88	...	2,960	3,049·84
	ETAH.	Etah, ...	41	Different dates.	1,030	47	...	1,077	1,028·
		Alligunj, ...	28		766	84	...	850	848·
		Kasgunj, ...	26		855	82	...	937	877·
		Total, ...	95	...	2,651	213	..	2,864	2,753·
	ETAWAH.	Etawah, ...	35	Different dates.	789	86	...	875	848·
		Bhurthana, ...	32		797	40	...	837	831·
		Bedhouna, ...	26		649	32	...	681	691·
		Phuppond, ...	24		524	24	...	548	567·
		Delailnugger, ...	19		544	40	...	584	547·
		Total, ...	136	...	3,303	222	...	3,525	3,482·
	FURRUCKABAD.	Huzoor Tahsil, ...	10	Different dates.	387	45	...	432	448·27
		Chubramow, ...	9		367	88	...	455	479·29
		Tirwa, ...	9		343	5	...	348	358·00
		Kunouj, ...	6		321	16	...	337	313·87
		Kaimgunj, ...	8		291	52	..	343	327·72
		Allygurh, ...	9		314	14	...	328	334·5
		Total, ...	51	...	2,023	220	...	2,243	2,261·65

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)											
								Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	497	...	650	...	1 Anna.	45 0 0	...	...	2,188 8 0
5	...	21	338	...	629	...	"	47 5 4	...	...	1,947 4 6
...	...	15	291	...	598	...	"	40 0 0	...	...	1,693 13 6
...	...	...	278	...	836	...	"	40 0 0	...	...	2,114 13 9
...	...	...	53	...	127	...	"	10 0 0	...	...	399 11 0
5	...	36	1,457	...	2,840	...	"	182 5 4	...	...	8,336 2 9
37	...	732	1,452	...	13,658	...	"	16,657 11 10	...	...	52,955 5 11
PUBLIC INSTRUCTION, N. W. P.											
...	...	...	...	...	580	...	Different.	49 13 9	...	...	2,015 1 7
...	...	...	4	...	525	...		39 5 0	...	...	1,894 14 4
...	...	...	4	...	578	...		38 7 0	...	...	1,789 5 4
...	...	5	5	...	781	...		50 15 0	...	...	1,913 14 1
...	...	...	...	...	601	...		45 5 0	...	...	2,048 12 5
...	...	4	10	...	1,006	...		82 7 0	...	...	2,124 5 0
...	...	1	10	...	490	...		35 8 0	...	...	1,639 4 1
...	...	7	9	...	433	...		35 8 0	...	...	1,871 4 0
...	...	...	49	...	749	...		42 7 0	...	...	1,729 12 6
...	...	17	91	...	5,743	...	...	419 11 9	...	...	17,026 9 4
60	...	3	15	...	200	...	Different	11 12 9	...	...	294 1 2
36	...	...	...	...	444	...		25 9 9	...	...	1,003 4 10
...	...	9	27	...	265	...		12 14 0	...	...	715 4 0
...	...	5	12	...	332	...		32 2 2	...	...	73 14 4
...	...	4	12	...	99	...		15 0 0	...	...	202 2 7
...	...	4	16	...	92	...		5 9 4	...	...	...
...	...	24	63	...	232	...		29 11 6	...	...	319 13 0
...	...	12	15	...	189	...		14 4 10	...	...	807 1 8
...	...	5	2	...	250	...		10 1 6	...	...	514 15 6
...	...	22	21	...	202	...		8 3 6	...	...	907 4 3
...	...	...	...	...	180	...		10 0 0	...	...	980 8 0
17	...	...	6	2	363	...		22 10 10	...	...	1,198 8 3
113	...	68	189	2	2,848	...	...	198 0 2	...	...	7,016 13 7
...	...	...	79	...	1,065	...	Different.	60 11 6	...	8 1 9	2,698 10 10
...	...	...	137	...	793	...		56 12 0	...	13 0 0	1,637 11 3
...	...	...	175	...	887	...		49 4 0	...	19 5 6	2,206 3 6
...	...	...	391	...	2,745	...	...	166 11 6	...	40 7 3	6,542 9 7
...	...	7	37	...	852	...	Different.	39 11 0	...	...	1,979 13 5
...	...	...	15	...	835	...		40 3 0	...	...	2,062 15 8
...	...	1	28	...	662	...		32 5 6	...	...	1,782 4 9
...	...	10	14	...	534	...		16 4 3	...	...	1,424 12 9
...	...	50	77	...	584	...		21 10 3	...	...	1,385 4 4
...	...	68	171	...	3,467	...	...	150 2 0	...	...	8,635 2 11
...	...	120	129	16	304	...	Different	78 5 11	...	49 12 8	17 15 6
..	...	56	113	5	396	...		28 0 9	...	...	294 0 5
...	...	8	13	7	338	...		30 2 2	...	6 9 2	412 2 9
...	...	34	58	...	380	...		62 13 0	...	...	230 11 5
..	...	80	80	...	231	...		26 2 3	...	6 3 10	558 1 10
...	...	7	14	1	320	...		26 11 10	...	9 15 10	542 1 6
...	...	305	407	29	1,969	...	...	252 3 11	...	72 9 6	1,855 1 5

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								1st CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
HALQABANDI SCHOOLS.	SHAHJEHANPORE.	Shahjehanpore, ...	24	1854	77 5 0	...	...	2,310 12 0
		Tilhur, ...	29	"	96 3 0	...	...	2,090 12 10
		Jellalabad, ..	26	"	109 5 0	...	...	1,843 2 6
		Powayan, ...	23	"	98 5 0	...	...	2,253 2 9
		Khotar, ...	5	"	2 1 0	...	...	411 12 0
		Total, ..	107	...	383 3 0	...	...	8,909 9 1
		GRAND TOTAL, 1st CIRCLE,	823	...	4,316 0 8	...	...	89,214 10 1
								2nd CIRCLE, DEPARTMENT
	AGRA.	Huzoor Tahsil, ...	22	Different dates.	30 5 0	...	23 0 0	2,118 4 4
		Eradutnugger, ...	19		56 0 6	...	12 0 0	2,002 3 10
		Futtehabad, ...	22		9 14 0	...	21 3 0	1,858 13 4
		Etmadpore, ...	33		53 10 0	...	14 0 0	2,032 7 1
		Ferozabad, ...	22		14 1 0	...	22 12 0	2,130 14 5
		Bah Pinahut, ...	32		35 3 0	...	19 0 0	2,260 15 0
		Kheragurh, ...	20		13 10 0	...	21 0 0	1,709 6 1
		Futtehpore Sicri, ...	17		30 4 0	...	33 0 0	1,970 0 0
		Furrah, ...	24		127 8 0	...	24 0 0	1,923 11 6
		Total, ...	211	..	370 7 6	...	189 15 0	18,006 11 7
	CAWNPORE.	Jajmow, ...	6	Different dates.	32 0 0	...	9 0 0	346 13 11
		Sarh Salempore, ...	14		15 0 0	...	30 0 0	1,073 14 7
		Ghatumpore, ...	11		36 8 0	...	33 0 0	797 10 0
		Bilhour, ...	11		29 4 0	...	30 0 0	165 4 6
		Sheorajpore, ...	2		31 6 0	...	6 0 0	254 8 7
		Sheoli, ...	3		35 0 0	...	12 0 0	52 9 4
		Bithoor, ...	7		36 0 0	...	24 0 0	409 8 6
		Russoolabad, ...	8		4 8 0	...	21 0 0	846 14 6
		Ukburpore, ...	9		38 0 0	...	27 0 0	590 1 0
		Bhognipore, ...	6		16 8 0	...	18 0 0	949 15 9
		Secundra, ...	6		13 6 0	...	18 0 0	1,021 14 0
		Deyrapore, ...	12		48 0 0	...	36 0 0	1,305 3 1
		Total, ..	95	...	335 8 0	...	264 0 0	7,814 5 9
	ETAH.	Etah, ...	41	Different dates.	16 7 0	...	...	2,783 15 1
		Alligunj, ...	28		10 11 0	...	...	1,718 2 3
		Kassgunj, ...	26		12 7 0	...	...	2,287 4 0
		Total, ...	95	...	39 9 0	...	...	6,799 5 4
	ETAWAH.	Etawah, ...	35	Different dates.	3 12 0	...	...	2,023 4 5
		Bhurthana, ...	32		3 12 0	...	...	2,106 14 8
		Bedhouna, ...	26		...	...	...	1,814 10 3
		Phuppond, ...	24		...	...	...	1,441 1 0
		Delailnugger, ...	19		...	...	...	1,406 14 7
		Total, ...	136	...	7 8 0	...	...	8,792 12 11
	FURRUCKABAD.	Huzoor Tahsil, ...	10	Different dates.	68 1 0	...	...	214 3 1
		Chubramow, ...	9		9 5 0	...	...	331 6 2
		Tirwa, ...	9		46 4 0	...	...	495 2 1
		Kunouj, ...	6		25 10 0	...	2 0 0	321 2 5
		Kaimgunj, ...	8		127 3 0	...	...	517 10 11
		Allygurh, ...	9		41 1 6	...	...	619 14 8
		Total, ...	51	...	317 8 6	...	2 0 0	2,499 7 4

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P.	Rs As. P	
2,038 1 11	202 5 0	2,240 6 11	70 6 1	...	3 8 5	0 1 2	
1,603 0 0	237 10 3	2,039 10 3	51 2 7	...	3 0 9	0 1 2	
1.527 6 9	225 13 0	1,753 3 9	89 14 9	...	3 1 2	0 1 1	
1,596 4 9	231 5 0	1,827 9 9	425 7 0	...	3 3 7	0 1 2	
296 0 0	31 1 0	327 1 0	84 11 0	...	3 14 4	0 1 0	
7,260 13 5	927 2 3	8,187 15 8	721 9 5	...	3 3 10	0 1 1	
58,068 10 0	11,291 2 1	69,369 12 1	20,574 12 10	719 14 10	3 2 9	0 12 2	
PUBLIC INSTRUCTION, N. W. P.—(*Contd*).							
1,444 5 10	210 9 10	1,654 15 8	463 4 8	...	2 14 2	0 1 5	
1,396 1 6	171 11 11	1,567 13 5	434 6 5	...	3 1 0	0 1 3	
1,413 14 8	155 14 7	1,569 13 3	289 0 1	...	2 13 3	0 1 1	
1,782 11 4	194 5 7	1,977 0 11	55 6 2	...	2 14 1	0 1 2	
1,440 15 2	174 7 1	1,615 6 3	515 8 2	...	2 13 4	0 1 3	
2,026 10 0	273 4 4	2,299 14 4	...	38 15 4	2 7 2	0 1 5	
1,403 13 10	155 3 4	1,559 ·1 2	150 4 11	...	3 0 1	0 1 1	
1,241 6 1	212 14 6	1,454 4 7	515 11 5	...	3 5 6	0 1 4	
1,597 4 11	293 2 6	1,890 7 5	133 4 1	...	2 12 11	0 1 1	
13,747 3 4	1,341 9 8	15,588 13 0	2,456 13 11	38 15 4	2 13 8	0 1 3	
414 4 0	107 11 10	521 15 10	...	175 1 11	2 14 0	0 1 0	
956 5 3	278 5 0	1,234 10 3	...	160 11 8	2 8 0	0 0 10	
727 9 5	183 1 9	910 11 2	...	113 1 2	3 4 0	0 0 9	
668 13 9	192 1 11	860 15 8	...	695 11 2	2 5 10	0 1 5	
243 13 4	70 11 0	314 8 4	...	59 15 9	2 3 2	0 2 1	
241 1 2	80 0 10	321 2 0	...	268 8 8	3 7 10	0 1 0	
602 8 7	153 13 2	756 5 9	...	346 13 3	2 5 2	0 1 7	
555 13 11	113 1 0	668 14 11	177 15 7	...	3 3 0	0 1 1	
547 1 9	157 8 2	704 9 11	...	114 8 11	2 12 7	0 0 8	
364 6 7	97 10 8	462 1 3	487 14 6	...	1 15 5	0 0 7	
368 6 11	96 5 1	464 12 0	557 2 0	...	2 8 11	0 0 10	
737 9 5	216 9 1	954 2 6	351 0 7	...	2 10 2	0 1 5	
6,427 14 1	1,746 15 6	8,174 13 7	1,574 0 8	1,934 8 6	2 10 11	0 1 0	
1,893 11 6	664 0 11	2,557 12 5	226 2 8	...	2 7 9	0 0 11	
1,968 3 2	700 10 7	2,668 13 9	...	950 11 6	3 2 4	0 1 1	
1,830 11 3	293 8 0	2,124 3 3	163 0 9	...	2 6 9	0 0 11	
5,692 9 11	1,658 3 6	7,350 13 5	389 3 5	950 11 6	2 10 9	0 0 11	
1,698 9 3	324 11 2	2,023 4 5	...	...	2 6 2	0 0 11	
1,775 4 6	331 10 2	2,106 14 8	...	...	2 8 7	0 0 9	
1,488 5 7	326 4 8	1,814 10 3	...	...	2 10 0	0 0 9	
1,148 13 7	292 3 5	1,441 1 0	...	...	2 8 8	0 0 6	
1,106 5 0	300 9 7	1,406 14 7	...	...	2 9 1	0 0 8	
7,217 5 11	1,575 7 0	8,792 12 11	...	...	2 8 5	0 0 8	
837 6 10	129 7 10	966 14 8	...	752 11 7	1 10 10	0 2 9	
641 5 6	450 4 4	1,091 9 10	...	760 3 8	2 4 5	0 0 11	
613 1 10	79 4 4	692 6 2	...	197 4 1	1 14 11	0 1 4	
617 10 8	137 6 10	755 1 6	...	433 15 1	2 6 6	0 3 2	
580 8 0	121 14 8	702 6 8	...	184 11 9	2 2 4	0 1 3	
599 14 5	83 4 4	683 2 9	...	63 4 1	2 0 8	0 1 3	
3 889 15 3	1,001 10 4	4,891 9 7	...	2,392 2 3	2 2 7	0 1 8	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	1a.	1b.	2.	3.	4.	5	6.	7.	8.
									2ND CIRCLE, DEPARTMENT
HALQABANDI SCHOOLS.	HAMIRPORE.	Hamirpore, ...	4	Different dates.	102	4	...	106	106·
		Somarpore, ...	5		107	1	...	108	144·
		Jalalpore, ...	6		126	4	...	130	124·
		Jeitpore, ...	3		73	...	...	73	68·
		Mondaha, ...	14		225	28	...	253	232·
		Mahoba, ...	12		363	14	...	377	376·
		Punwari, ...	10		310	57	...	367	383·
		Ratt, ...	8		158	4	...	162	176·
		Total, ...	62	...	1,464	112	...	1,576	1,609·
	JALOAN.	Jaloan, ...	19	Different dates.	602	20	...	622	568·5
		Madhogurh, ...	11		328	55	...	383	343·0
		Konch, ...	3		74	50	...	124	120·23
		Orai, ...	9		280	30	...	310	265·5
		Otta, ...	20		605	80	...	685	678·0
		Total, ...	62	...	1,889	235	...	2,124	1,975·23
	JHANSIE.	Jhansie, ...	16	Different dates.	517	9	...	526	546·0
		Mote, ...	20		560	7	...	567	552·0
		Garotha, ...	21		601	1	...	602	580·0
		Mow, ...	21		595	13	...	608	881 0
		Total, ...	78	...	2,273	...	...	2,303	2,559·
	LULLUTPORE.	Lullutpore, ...	10	Different dates.	252	4	...	256	236·
		Mahrowni, ...	2		48	3	...	51	56·
		Total, ...	12	..	300	7	...	307	292·
	MUTTRA.	Huzoor Tahsil, ...	5	Different dates.	103	12	...	115	84 34
		Areeng, ...	18		500	10	...	510	445 46
		Chattai, ...	18		512	7	...	519	360 81
		Kosi, ...	15		337	16	...	353	268·15
		Nowjheel, ...	32		712	11	...	723	674·05
		Mahabun, ...	31		645	1	...	646	514·18
		Sadabad, ...	24		569	23	...	592	479·74
		Jaleisur, ...	27		516	13	...	529	492 37
		Total, ...	171	...	3,894	93	...	3,987	3,319·1
	MYNPOORIE	Mynpoorie, ...	28	Different dates.	769	49	...	818	762·55
		Kurhul, ...	15		401	18	...	419	434 44
		Bhongaon, ...	38		1,173	45	...	1,218	1,051 11
		Mustafabad, ...	35		901	21	...	922	888·01
		Shekoabad, ...	21		567	4	...	571	553·72
		Total, ...	137	...	3,811	137	...	3,948	3,689·83
		GRAND TOTAL, 2ND CIRCLE,	1,110	...	30,062	1,518	...	31,580	30,453·78

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS) —*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.			From Government.	Proceeds of Endowment	Local rate of Assessment.	Subscriptions, Donations, &c.
9	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12	13	14.
PUBLIC INSTRUCTION, N. W. P.—(*Contd*)											
								Rs. As P.		Rs. As. P.	Rs. As P.
...	...	...	...	...	106	...	Different.	3 11 0	...	...	259 0 0
...	...	...	...	...	108	...		4 0 9	...	...	550 10 0
...	...	...	4	...	130	...		1 14 6	...	...	743 1 8
...	...	...	...	...	73	...		176 13 0	...	171 8 0	...
...	...	...	38	...	215	...		5 11 6	...	...	1,357 0 0
...	...	...	4	...	373	...		387 9 3	...	352 7 4	339 5 9
...	...	...	23	...	344	...		25 9 3	...	...	784 5 0
...	...	...	9	...	162	...		4 1 3	...	...	514 4 4
...	...	...	78	...	1,511	...	...	609 6 6	...	523 15 4	4,557 10 9
...	...	...	60	...	622	...	Different.	1,021 14 5	...	991 6 3	10 0 0
...	...	...	45	...	383	...		590 1 0	...	566 3 6	137 8 0
...	...	...	65	...	124	...		106 7 3	...	102 10 0	2 0 0
...	...	...	55	...	310	...		870 5 2	...	850 11 0	3 0 0
...	...	...	185	...	685	...		587 12 5	...	561 7 11	34 2 0
...	...	...	410	...	2,124	...	...	3,176 8 3	...	3,072 6 8	186 10 0
...	...	...	7	...	526	...	Different.	582 4 1	...	546 7 7	...
...	...	...	6	...	567	...		649 11 8	...	616 2 7	...
...	...	...	6	...	600	...		616 11 2	...	574 6 4	1 0 0
...	...	...	1	...	608	...		706 12 2	...	750 6 5	...
...	...	...	20	...	2,301	...	...	2,555 7 1	...	2,487 6 11	1 0 0
...	...	...	16	...	256	...	Different.	36 0 5	...	30 7 11	774 4 0
...	...	...	5	...	51	...		0 12 6	...	...	120 0 0
...	...	...	21	...	307	...	...	36 12 11	...	30 7 11	894 4 0
...	...	...	...	...	115	...	Different.	49 9 7	...	38 11 7	211 8 0
...	...	...	...	...	510	...		12 15 10	...	0 11 10	984 0 0
...	...	...	...	...	519	...		1 11 6	...	1 11 6	914 0 0
...	...	...	...	...	353	...		...	...	...	792 0 0
...	...	...	...	...	723	...		29 10 10	...	26 15 10	1,734 0 0
...	...	1	1	...	646	...		68 15 8	...	29 6 9	1,489 0 0
...	...	21	19	...	592	...		47 2 4	...	0 1 4	1,224 2 0
...	...	1	2	...	529	...		64 2 6	...	27 13 11	1,277 7 10
...	...	23	22	...	3,987	...	...	274 4 3	...	125 8 9	8,626 1 10
...	...	...	95	...	762	...	Different.	34 2 2	...	...	2,029 5 0
...	...	...	56	...	419	...		33 10 2	...	...	1,615 8 0
...	...	...	88	...	1,149	...		39 14 2	...	...	2,478 11 9
...	...	...	35	...	922	...		34 2 4	...	...	2,556 4 0
...	...	...	50	...	571	...		32 2 2	...	...	2,535 5 0
...	...	...	324	...	3,823	...	...	173 15 0	...	...	11,225 1 9
113	...	478	2,102	31	30,825	...	...	8,013 3 4	...	6,352 14 4	66,567 1 2

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								2ND CIRCLE, DEPARTMENT
					Rs. As. P.			Rs As. P.
HALQABANDI SCHOOLS.	HAMIRPORE.	Hamirpore, ...	4	Different dates.	26 12 0	...	...	299 7 0
		Somarpore, ...	5		48 2 0	...	...	602 12 9
		Jalalpore, ...	6		29 0 0	...	...	774 0 2
		Jeitpore, ...	3		19 5 0	...	...	367 10 0
		Mondaha, ...	14		26 5 0	...	...	1,389 0 6
		Mahoba, ...	12		88 8 0	...	...	1,167 14 4
		Punwari, ...	10		102 11 0	...	...	912 9 3
		Ratt, ...	8		32 3 0	...	...	550 8 7
		Total, ...	62	...	372 14 0	...	...	6,063 14 7
	JALOAN.	Jaloan, ...	19	Different dates.	65 9 0	...	...	2,088 13 8
		Madhogurh, ...	11		35 1 0	...	...	1,328 13 6
		Konch, ...	3		12 13 0	...	...	223 14 3
		Oral, ...	9		32 14 0	...	...	1,756 14 2
		Otta, ...	20		85 7 0	...	...	1,268 13 4
		Total, ...	62	...	231 12 0	...	...	6,667 4 11
	JHANSIE.	Jhansie, ...	16	Different dates.	35 3 0	...	...	1,163 14 8
		Mote, ...	20		19 11 0	...	...	1,285 9 3
		Garotha, ...	21		35 11 0	...	...	1,227 12 6
		Mow, ...	21		67 14 0	...	...	1,525 0 7
		Total, ...	78	...	158 7 0	...	...	5,202 5 0
	LULLUTPORE.	Lullutpore, ...	10	Different dates.	...	...	...	840 12 4
		Mahrowni, ...	2		...	...	...	120 12 6
		Total, ...	12	...	...	...	...	961 8 10
	MUTTRA.	Huzoor Tahsil, ...	5	Different dates.	11 4 0	...	...	311 1 2
		Areeng, ...	18		53 8 0	...	27 0 0	1,078 3 8
		Chattai, ...	18		30 12 6	...	...	948 3 6
		Kosi, ...	15		22 6 0	...	...	814 6 0
		Nowjheel, ...	32		77 12 0	...	...	1,868 6 8
		Mahabun, ...	31		86 6 0	...	120 0 0	1,793 12 5
		Sadabad, ...	24		116 2 0	...	439 3 6	1,826 11 2
		Jaleisur, ...	27		86 13 0	...	114 0 0	1,570 5 3
		Total, ...	171	...	484 15 6	...	700 3 6	10,211 1 10
	MYNPOORIE.	Mynpoorie, ...	28	Different dates.	...	...	...	2,063 7 2
		Kurhul, ...	15		...	...	...	1,649 2 2
		Bhongaon, ...	38		...	...	...	2,518 9 11
		Mustafabad, ...	35		...	...	...	2,600 6 4
		Shekoabad, ...	21		...	...	...	2,567 7 2
		Total, ...	137	...	...	...	...	11,399 0 9
		GRAND TOTAL, 2ND CIRCLE,	1,110	...	2,318 9 6	...	1,156 2 6	84,407 14 10

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)							
Rs. As. P.	Rs As. P	Rs. As. P	Rs. As. P.	Rs. As. P	Rs. As. P	Rs As. P.	
346 12 11	75 5 6	422 2 5	...	122 11 5	3 15 9	0 0 7	
339 10 6	80 5 9	420 0 3	182 12 6	...	2 14 8	0 0 5	
373 1 1	217 8 6	590 9 7	183 6 7	...	4 12 2	0 0 3	
176 6 8	44 15 0	221 5 8	146 4 4	...	3 1 9	2 9 7	
550 2 9	118 8 9	668 11 6	720 5 0	...	2 14 1	0 0 5	
766 5 5	367 0 0	1,133 5 5	34 8 11	...	3 0 3	1 0 6	
667 0 0	199 14 3	866 14 3	45 11 0	...	2 4 3	0 1 1	
508 2 7	72 0 9	580 3 4	...	29 10 9	3 4 9	0 0 4	
3,727 9 11	1,175 10 6	4,903 4 5	1,313 0 4	152 6 2	3 0 9	0 6 1	
1,170 10 11	234 6 6	1,405 1 5	683 12 3	...	2 7 6	1 12 9	
721 7 11	180 13 8	902 5 7	426 7 11	...	2 10 1	1 11 6	
227 14 0	108 5 2	336 3 2	...	112 4 11	2 12 9	0 14 2	
559 2 8	148 6 5	707 9 1	1,049 5 1	...	2 10 8	3 4 5	
1,157 1 2	258 13 9	1,415 14 11	...	147 1 7	2 1 5	0 14 0	
3,836 4 8	930 13 6	4,767 2 2	2,159 9 3	259 6 6	2 6 7	1 9 9	
948 9 10	80 3 6	1,028 13 4	135 1 4	...	1 14 6	1 1 1	
1,128 14 0	62 7 0	1,191 5 0	94 4 3	...	2 2 6	1 2 10	
1,092 4 5	91 4 9	1,183 9 2	44 3 4	...	2 0 8	1 1 0	
1,245 14 2	113 7 9	1,359 5 11	165 10 8	...	2 5 5	1 3 6	
4,415 10 5	347 7 0	4,763 1 5	439 3 7	...	1 13 9	0 15 11	
574 7 8	31 15 6	606 7 2	234 5 2	...	2 9 1	0 2 5	
100 8 0	0 12 6	101 4 6	19 8 0	...	1 12 11	0 0 3	
674 15 8	32 12 0	707 11 8	253 13 2	...	2 6 9	0 2 0	
258 3 0	23 2 0	281 5 0	29 12 2	...	2 2 5	0 9 5	
974 0 0	64 0 0	1,038 0 0	40 3 8	...	2 5 3	0 0 6	
914 0 0	28 0 6	942 0 6	6 3 0	...	2 9 9	0 0 1	
787 0 0	21 0 0	808 0 0	6 6 0	...	3 0 3	0 0 0	
1,804 10 0	79 3 0	1,883 13 0	...	15 6 4	2 12 11	0 0 8	
1,513 5 0	244 13 0	1,758 2 0	35 10 5	...	3 6 8	0 2 2	
1,224 2 0	599 10 6	1,823 12 6	2 14 8	...	3 12 10	0 1 7	
1,310 14 4	239 0 6	1,549 14 10	20 6 5	...	3 2 4	0 2 1	
8,786 2 4	1,298 13 6	10,084 15 10	141 8 4	15 6 4	3 0 7	0 1 4	
2,161 10 11	99 6 3	2,261 1 2	...	197 10 0	2 15 5	0 0 9	
1,116 10 3	153 15 9	1,270 10 0	378 8 2	...	2 14 10	0 1 3	
2,136 11 6	162 9 9	2,299 5 3	219 4 8	...	2 3 0	0 0 7	
2,017 10 2	141 10 10	2,159 5 0	441 1 4	...	2 6 11	0 0 7	
1,538 10 0	94 10 4	1,633 4 4	934 2 10	...	2 15 3	0 0 11	
8,971 4 10	652 4 11	9,623 9 9	1,973 1 0	197 10 0	2 9 10	0 0 9	
67,387 0 4	12,261 11 5	79,648 11 9	10,700 5 8	5941 2 7	2 9 10	0 4 2	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.
									3RD CIRCLE, DEPARTMENT
HALQABANDI SCHOOLS.	ALLAHABAD.	Arail, ...	19	Different dates.	250	196	...	446	365·56
		Bara, ...	22		326	44	...	370	360·12
		Chail, ...	19		272	278	...	550	468 11
		Handia, ...	16		275	177	...	452	401·38
		Kara, ...	12		112	158	...	270	257·87
		Khyragurh, ...	27		397	98	...	495	465·84
		Puchimsarira, ...	8		97	134	...	231	187·12
		Phoolpore, ...	13		215	172	...	387	337·51
		Soraon, ...	16		252	123	...	375	345·38
		Total, ...	152	...	2,196	1,380	...	3,576	3,188·89
	AZIMGURH.	Deogaon, ...	13	Different dates.	432	45	...	477	335·89
		Huzoor Tahsil, ...	16		402	90	...	492	383·34
		Jeanpore, ...	13		368	129	...	497	366 06
		Mahomedabad, ...	14		477	57	...	534	355·3
		Mahool, ...	16		396	94	...	490	381 9
		Nugra, ...	11		357	53	...	410	312·12
		Total, ...	83	...	2,432	468	...	2,900	2,134·61
	BANDA.	Augasi, ...	24	Different dates.	410	50	...	460	326·01
		Badosa, ...	20		296	30	...	326	385 87
		Chibon, ...	21		284	6	...	290	268 97
		Dursenda, ...	18		280	2	...	282	281·97
		Huzoor Tahsil, ...	28		579	86	...	665	589·43
		Pelani, ...	24		372	40	...	412	337·7
		Simoni, ...	9		134	26	...	160	123·03
		Sihonda, ...	22		446	52	...	498	410·14
		Tirahooan, ...	17		338	...	...	338	349·23
		Total, ...	180	...	3,139	292	...	3,431	3,162 35
	BENARES.	Chundowli, ...	23	Different dates.	585	33	...	618	455·
		Huzoor Tahsil, ...	41		1,018	24	...	1,042	822·
		Total, ...	64	...	1,603	57	...	1,660	1,277·
	BUSTEE.	Bustee, ...	32	Different dates.	1,135	330	...	1,465	967·8
		Bansi, ...	29		682	262	...	944	561 61
		Khalilabad, ...	33		1,105	374	...	1,479	990·48
		Dumeriagunj, ...	31		762	250	...	1,062	677·41
		Harya, ...	30		980	269	...	1,249	809 69
		Total, ...	155	...	4,654	1,485	...	6,139	4,006·99
	FUTTEHPORE.	Ghazipore, ...	13	Different dates.	476	7	...	483	325·42
		Huzoor Tahsil, ...	21		567	27	...	594	332·53
		Khaga, ...	14		437	22	...	459	367·02
		Kulyanpore, ...	14		496	45	...	541	404·96
		Khukreru, ...	14		356	29	...	385	225·39
		Kora, ...	12		456	20	...	476	310 87
		Total, ...	88	...	2,788	150	...	2,938	1,963·69

DIX D.

General Education for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanscrit.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.											
								Rs As. P.		Rs. As. P	Rs. As. P
...	...	60	325	...	225	...	...	8 4 0	...	899 0 3	...
...	...	38	174	...	345	...	...	9 13 0	...	1,451 0 8	...
...	...	137	337	...	221	...	...	54 14 0	...	1,365 6 4	...
...	...	54	272	...	247	...	...	4 8 0	...	1,148 8 9	...
...	...	115	235	...	168	...	...	18 4 0	...	814 3 5	...
...	...	15	187	...	455	...	...	13 6 0	...	2,263 1 8	...
...	...	17	75	...	168	...	...	10 5 0	...	857 14 6	...
...	...	62	183	...	315	...	...	13 0 0	...	1,043 1 0	...
...	...	65	298	...	292	...	...	19 11 0	...	1,397 7 3	...
...	...	563	2,086	...	2,428	...	...	152 1 0	...	11,239 11 10	...
...	...	35	30	...	477	...	1 Anna.	46 1 0	...	792 13 0	92 0 0
...	...	30	30	...	492	...	Do.	30 5 0	...	1,539 0 9	77 0 0
...	26	186	186	...	497	...	Do.	29 10 0	...	1,240 5 3	58 0 0
...	...	90	90	...	534	...	Do.	18 12 0	...	1,205 6 4	42 0 0
...	...	24	24	...	490	...	Do.	18 13 0	...	1,431 6 6	73 0 0
...	3	37	72	...	410	...	Do.	18 12 0	...	1,243 8 9	72 0 0
...	29	387	432	...	2,900	...	1 Anna.	162 5 0	...	7,452 8 7	414 0 0
...	...	...	35	...	425	...	...	...	...	1,753 10 8	115 8 0
...	...	...	30	...	296	...	...	...	...	1,190 6 8	93 8 0
...	...	...	16	...	274	...	...	...	...	919 14 1	104 8 0
...	...	...	...	...	282	...	...	...	...	1,403 6 8	93 8 0
...	...	...	43	...	622	...	...	...	...	784 9 3	121 8 0
...	...	...	32	...	380	...	...	...	...	1,314 10 8	93 8 0
...	...	...	16	...	144	...	...	...	...	817 12 8	49 8 0
...	...	...	25	...	473	...	...	...	...	1,324 13 4	82 8 0
...	...	...	...	...	388	...	...	...	...	650 1 0	60 8 0
...	...	...	197	...	3,234	...	...	...	...	10,159 5 0	814 8 0
...	...	24	75	...	598	...	...	25 0 0	...	1,258 0 11	28 0 0
14	...	76	131	...	1,032	...	...	15 0 0	...	1,378 9 1	88 12 0
14	...	100	206	...	1,630	...	...	40 0 0	...	2,636 10 0	116 12 0
...	...	...	69	...	1,396	...	...	8 0 0	...	2,817 14 0	45 0 0
...	...	40	40	...	904	...	...	8 0 0	...	3,121 5 11	48 0 0
...	...	30	50	...	1,399	...	...	8 0 0	...	2,515 9 3	70 0 0
...	...	40	40	...	972	...	...	7 0 0	...	2,702 8 2	50 0 0
...	...	...	30	...	1,209	...	...	8 0 0	...	2,842 14 4	42 0 0
...	...	110	229	...	5,880	...	...	39 0 0	...	14,000 3 8	255 0 0
...	...	33	39	...	479	...	...	12 0 0	...	727 3 3	164 0 0
...	...	22	46	...	529	...	...	10 0 0	...	1,394 11 9	445 0 0
...	...	39	42	...	452	...	...	10 0 0	...	944 12 6	15 0 0
...	...	27	46	...	536	...	...	12 0 0	...	815 8 10	160 0 0
...	...	19	24	...	379	...	...	5 0 0	...	939 14 0	730 0 0
..	...	26	35	...	468	...	...	18 0 0	...	774 13 0	6 0 0
...	...	166	232	...	2,843	...	...	67 0 0	...	5,596 15 4	1,520 0 0

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.
								3RD CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Halqabandi Schools.	Allahabad.	Arail, ...	19	Different dates.	...	...	0 12 0	908 0 3
		Barra, ...	22		...	...	0 8 0	1,461 5 8
		Chail, ...	19		...	...	76 5 6	1,496 9 10
		Handia, ...	16		...	...	8 6 4	1,161 7 1
		Kara, ...	12		...	...	3 4 6	835 11 11
		Khyragurh, ...	27		...	...	0 12 0	2,177 3 8
		Puchimsarira, ...	8		...	...	0 8 0	868 11 6
		Phoolpore, ...	13		...	...	6 8 0	1,062 9 0
		Soraon, ...	16		..	...	0 8 0	1,417 10 3
		Total, ...	152	...	...	...	97 8 4	11,489 5 2
	Azimgurh.	Deogaon, ...	13	Different dates.	10 0 0	...	...	940 14 0
		Hazoor Tahsil, ...	16		25 2 0	...	...	1,671 7 9
		Jeanpore, ...	13		21 0 0	...	...	1,348 15 3
		Mahomedabad, ...	14		30 12 0	...	...	1,296 14 4
		Mahool, ...	16		15 4 0	...	...	1,538 7 6
		Nugra, ..	11		16 2 0	...	...	1,350 6 9
		Total, ...	83	...	118 4 0	...	...	8,147 1 7
	Banda.	Augasi, ...	24	Different dates.	...	...	...	1,868 2 8
		Badosa, ...	20		...	...	...	1,283 14 8
		Chibon, ...	21		...	...	...	1,024 6 1
		Dursenda, ...	18		...	...	...	1,496 14 8
		Hazoor Tahsil, ...	28		...	...	...	908 11 3
		Pelani, ...	21		...	...	...	1,408 2 8
		S moni, ...	9		...	...	...	867 4 8
		Sihonda, ...	22		...	...	...	1,407 5 4
		Tirahoban, ...	17		...	...	...	711 9 1
		Total, ..	180	...	...	...	...	10,976 7 1
	Benares.	Chundowli, ...	23	Different dates.	...	...	...	1,311 0 11
		Hazoor Tahsil, ...	41		...	...	...	1,482 5 1
		Total, ...	64	...	...	...	...	2,793 6 0
	Buster.	Busti ..	32	Different dates.	...	...	...	2,870 14 0
		Bansi, ...	29		...	...	...	3,177 5 11
		Khalilabad, ...	33		...	...	...	2,593 9 3
		Dumeriagunj, ...	31		...	...	...	2,759 8 2
		Harya, ...	30		...	...	...	2,892 14 4
		Total, ...	155	...	...	...	...	14,294 3 8
	Futtehpore.	Ghazipore, ...	13	Different dates.	...	...	...	903 3 3
		Hazoor Tahsil, ...	21		...	...	...	1,849 11 9
		Khaga, ...	14		...	...	...	969 12 6
		Kulyanpore, ...	14		...	...	...	987 8 10
		Khukreru, ...	14		...	...	...	1,674 14 0
		Kora, ...	12		...	...	...	798 13 0
		Total, ...	88	...	...	...	...	7,183 15 4

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,096 3 9	9 0 0	1,105 3 9	...	197 3 6	3 0 4	0 0 4	
1,290 15 1	10 5 0	1,301 4 1	160 1 7	...	3 9 9	0 0 5	
1.452 10 8	131 3 6	1,583 14 2	...	87 4 4	3 6 2	0 1 11	
1,118 5 6	12 14 4	1,131 3 10	30 3 3	...	2 13 1	0 0 2	
870 0 0	21 8 6	891 8 6	...	55 12 7	3 7 4	0 1 2	
1,866 7 1	14 2 0	1,380 9 1	396 10 7	...	4 0 7	0 0 6	
576 14 8	10 13 0	587 11 8	280 15 10	...	3 2 3	0 0 11	
1,041 7 0	19 8 0	1,060 15 0	0 1 10	...	3 2 4	0 0 6	
1,142 0 2	20 3 0	1,162 3 2	255 7 1	...	3 5 10	0 0 11	
10,454 15 11	249 9 4	10,704 9 3	1,125 0 4	340 4 5	3 5 9	0 0 9	
718 0 0	142 11 0	860 11 0	80 3 0	...	2 12 11	0 1 3	
967 0 0	111 15 0	1,078 15 0	592 8 9	...	2 12 11	0 1 3	
827 0 0	92 4 0	919 4 0	429 11 3	...	2 7 2	0 1 4	
918 0 0	65 6 0	983 6 0	313 8 4	...	2 13 3	0 0 10	
867 0 0	96 7 0	963 7 0	575 0 6	...	2 8 6	0 0 10	
733 0 0	95 6 0	828 6 0	322 0 0	...	2 13 6	0 0 1	
5,830 0 0	604 1 0	5,634 1 0	2,573 0 7	...	2 11 5	0 1 3	
1,137 3 8	1,011 12 0	2,148 15 8	...	280 13 0	4 10 9	...	
922 8 0	1,386 8 0	2,309 0 0	...	1,025 1 4	4 10 4	...	
896 1 0	1,431 8 0	2,327 9 0	...	1,303 2 11	8 0 5	...	
905 5 8	961 12 0	1,867 1 8	...	370 3 0	6 9 11	...	
2,749 14 1	2,054 3 0	4,804 1 1	...	3,898 15 10	7 3 7	...	
2,017 8 4	607 12 0	1,625 4 4	...	217 1 8	3 15 1	...	
290 0 0	89 0 0	359 0 0	508 4 8	...	2 3 11	...	
1,131 14 5	2,224 14 0	3,356 12 5	...	1,949 7 1	6 11 8	...	
1,033 13 1	565 4 0	1,599 1 1	...	887 8 0	4 11 8	...	
10,084 4 3	10,312 9 0	20,396 13 3	508 4 8	9,931 4 10	7 11 1	...	
814 0 0	25 0 0	839 0 0	472 0 11	...	1 13 6	...	
1,060 6 0	32 0 0	1,092 6 0	389 15 1	...	1 5 3	...	
1,874 6 0	57 0 0	1,931 6 0	862 0 0	...	1 8 2	...	
2,234 9 5	1,040 2 2	3,274 11 7	...	403 13 7	3 6 4	0 0 2	
1,073 13 5	102 0 0	1,175 13 5	2,001 8 6	...	2 1 8	0 0 2	
1,891 5 6	220 4 0	2,111 9 6	481 15 9	...	2 2 0	0 0 2	
1,374 1 11	117 14 5	1,492 0 4	1,267 7 10	...	2 3 1	0 0 2	
1,437 7 0	124 0 0	1,561 7 0	1,331 7 4	...	1 14 11	0 0 2	
8,011 5 3	1,604 4 7	9,615 9 10	5,082 7 5	403 13 7	2 6 4	0 0 2	
824 12 0	12 0 0	836 12 0	66 7 3	...	2 9 2	0 0 7	
755 0 0	10 0 0	765 0 0	1,084 11 9	...	2 4 10	0 1 6	
674 4 6	10 0 0	684 4 6	285 8 0	...	1 13 10	0 0 5	
1,014 1 7	60 0 0	1,074 1 7	...	86 8 9	2 10 5	0 0 6	
771 4 0	405 0 0	1,176 4 0	498 10 0	...	5 3 6	0 0 4	
687 12 0	18 0 0	705 12 0	93 1 0	...	2 2 4	0 0 8	
4,727 2 1	815 0 0	5,242 2 1	2,028 6 0	86 8 9	2 10 8	0 0 7	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	1*a*.	1*b*.	2.	3.	4.	5.	6.	7.	8.
					3RD CIRCLE, DEPARTMENT				
HALQABANDI SCHOOLS.	GHAZEEPORE.	Buleah, ...	16	Different dates.	322	238	...	560	539·36
		Ghazeepore, ...	14		635	215	...	850	837·
		Mahomedabad, ...	8		150	390	...	540	533·44
		Rusra, ...	10		306	184	...	490	484·8
		Sydpore, ...	16		437	413	...	850	837·76
		Zamania, ...	16		510	250	...	760	751·56
		Total, ...	80	...	2,360	1,690	...	4,050	3,983·92
	GORUCKPORE.	Bansgaon, ...	56	Different dates.	2,325	563	...	2,878	1,818·81
		Deoria, ...	56		2,130	573	...	2,713	1,668·43
		Hazoor Tahsil, ...	28		850	245	...	1,095	718 97
		Munsoorgunj, ...	43		1,430	345	...	1,775	1,300·79
		Pudrona, ...	53		1,990	376	...	2,366	1,591 78
		Total, ...	236	...	8,725	2,102	...	10,827	7,098·78
	JOUNPORE.	Jounpore, ...	22	Different dates.	625	60	...	685	550·77
		Kirakut, ...	10		266	8	...	274	201·26
		Kothun, ...	21		504	116	...	620	443·37
		Machhlishahar, ...	16		451	28	...	479	377·20
		Mundiahun, ...	21		590	20	...	610	473·04
		Total, ...	90	...	2,436	232	...	2,668	2,045·64
	MIRZAPORE.	Chunar Tahseel, ...	38	Different dates.	689	138	...	827	752·
		Hazoor Tahseel, ...	50		971	288	...	1,259	964·
		Robertgunj, ...	12		561	72	...	333	259·
		Total, ...	100	...	1,921	498	..	2,419	1,975·
		GRAND TOTAL,	1,228	...	32,254	8,354	...	40,608	30,836·87
					KUMAON CIRCLE, DEPARTMENT				
	GURHWAL.	Sreenugger, ...	41	1863.	1,400	...	12	1,412	947·
		GRAND TOTAL, ...	3,202	...	84,647	16,088	14	1,00,751	84,103·65

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.			From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Contd*)											
								Rs. As. P.		Rs. As. P.	Rs As P.
...	...	42	132	...	386	...	...	23 0 0	...	1,611 9 8	...
...	...	120	250	...	480	...	...	15 0 0	...	1,437 2 5	...
...	...	82	125	...	333	...	...	10 0 0	...	954 9 9	...
...	...	51	104	...	335	...	...	12 0 0	...	822 0 9	...
...	...	88	100	...	662	...	...	12 0 0	...	1,068 10 6	...
...	...	110	116	...	534	...	...	18 0 0	...	1,067 10 6	...
...	...	493	827	...	2,730	...	...	90 0 0	...	6,961 11 7	...
...	...	40	230	...	2,648	...	...	13 0 0	...	2,283 4 6	245 0 0
...	...	50	150	...	2,563	...	...	12 0 0	...	4,791 6 1	290 0 0
...	...	...	...	...	1,095	...	...	7 0 0	...	1,059 15 8	75 0 0
...	...	...	20	...	1,725	...	...	6 0 0	...	2,936 15 5	97 0 0
...	...	...	30	...	2,366	...	...	7 0 0	...	3,193 2 0	72 0 0
...	...	90	430	...	10,397	...	...	45 0 0	...	14,264 11 8	779 0 0
...	...	...	75	...	672	...	...	21 13 6	...	1,509 4 3	...
...	...	...	22	...	274	...	...	...	...	562 4 3	...
...	...	...	178	...	442	...	...	0 11 0	...	1,308 15 6	...
...	...	...	27	...	459	...	...	4 0 6	...	1,423 4 0	...
...	...	1	44	...	589	...	...	20 4 6	...	1,564 14 6	...
...	...	1	346	...	2,396	...	...	46 13 6	...	6,368 10 6	...
...	...	31	110	...	729	...	...	...	...	1,259 9 9	166 12 6
20	...	50	120	...	985	...	...	...	...	2,715 6 0	180 4 0
...	...	...	...	...	333	...	...	...	...	420 13 3	18 5 6
20	...	81	230	...	2,047	...	...	...	...	4,395 13 0	365 6 0
34	29	1,991	4,235	...	36,478	...	1	642 3 6	...	83,076 5 3	4,264 10 0
PUBLIC INSTRUCTION, N.W .P.											
...	...	...	...	...	1,412	...	...	1,587 7 7	...	1,478 12 7	...
184	29	8,201	7,789	31	82,373	...	...	26,900 10 3	...	1,06,193 7 10	1,23,787 1 1

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1*a*.	1*b*.	2	3.	15.	16.	17.	18.
								2ND CIRCLE, DEPARTMENT
					Rs. As. P.			Rs. As. P.
HAI-QARANDI SCHOOLS.	GHAZEEPORE.	Buleah, ...	16	Different dates.	...	...	...	1,634 9 8
		Ghazeepore, ...	14		...	...	...	1,452 2 5
		Mahomedadad, ...	8		...	...	...	964 9 9
		Rusra, ...	10		...	...	...	834 0 9
		Sydpore, ...	16		...	...	...	1,080 10 6
		Zamania, ...	16		...	...	...	1,085 10 6
		Total, ...	80	...	...	...	...	7,051 11 7
	GORUCKPORE.	Bansgaon, ...	56	Different dates.	...	...	...	2,541 4 6
		Deoria, ...	56		...	...	...	5,093 6 1
		Hazoor Tahsil, ...	28		...	...	...	1,141 15 8
		Munsoorgunj, ...	43		...	...	...	3,039 15 5
		Pudrona, ...	53		...	...	...	3,272 2 0
		Total, ...	236	...	...	...	...	15,088 11 8
	JOUNPORE.	Jounpore, ...	22	Different dates.	...	...	...	1,531 1 9
		Kirakut, ...	10		...	...	...	562 4 3
		Kothun, ...	21		...	...	...	1,309 10 6
		Machhlishahar, ...	16		...	...	...	1,427 4 6
		Mundiahun, ...	21		...	...	...	1,585 3 0
		Total, ...	90	...	...	...	...	6,415 8 0
	MIRZAPORE.	Chunar Tahsil, ...	38	Different dates.	...	...	...	1,426 6 3
		Hazoor Tahseel, ...	50		...	...	...	2,895 10 0
		Robertgunj, ...	12		...	...	...	439 2 9
		Total, ...	100	...	...	...	...	4,761 3 0
		GRAND TOTAL, ...	1,228	...	118 4 0	...	97 8 4	88,198 15 1
								KUMAON CIRCLE, DEPARTMENT
	GURHWAL.	Sreenugger, ...	41	1863,	...	...	...	3,066 4 2
		GRAND TOTAL, ...	3,202	...	6,752 14 2	...	1,253 10 10	2,64,887 12 2

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.

Bareilly, the 1st June, 1867.

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (HALQABANDI SCHOOLS).—*Concluded.*

Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts.	Annual cost of Educating each Pupil		Remarks.
Current	Extraordinary.	Total			Total Cost	Cost to Government.	
19.	20.	21.	22	23.	24.	25	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld*)							
Rs As P	Rs As. P	Rs As P	Rs. As. P	Rs. As P.	Rs. As P	Rs As. P	
1,011 15 9	172 12 2	1,184 11 11	449 13 9	..	2 1 10	0 0 8	
943 12 8	182 11 3	1,126 7 11	325 10 6	...	1 5 2	0 0 3	
489 1 0	111 0 0	600 1 0	364 8 9	...	1 1 9	0 0 3	
545 1 "	76 6 0	621 7 7	212 9 2	..	1 4 3	0 0 4	
878 8 3	198 5 6	1,076 13 9	3 12 9	...	1 1 7	0 0 2	
927 0 0	60 0 0	987 0 0	98 10 6	...	1 6 1	0 0 4	
4,795 7 3	801 2 11	5,596 10 2	1,455 1 5	...	1 6 1	0 0 3	
3,072 2 3	697 12 8	3,769 14 11	...	1,228 10 5	2 1 2	0 0 2	
2,111 14 1	570 11 0	2,682 9 1	2,410 13 0	...	1 9 9	0 0 2	
1,601 1 10	362 11 6	2,046 13 4	..	904 13 8	2 13 6	0 0 2	
1,517 12 11	772 0 0	2,289 12 11	760 2 6	...	1 5 0	0 0 1	
2,177 4 3	349 0 0	2,526 4 3	745 13 9	...	1 10 5	0 0 1	
10,563 3 4	2,752 3 2	13,315 6 6	3,906 13 3	2,133 8 1	1 14 6	0 0 1	
1,347 11 7	113 6 6	1,461 2 1	69 15 8	...	2 10 5	0 0 7	
629 7 4	30 10 0	660 1 4	...	97 13 1	2 6 6	...	
1,235 6 1	77 11 0	1,313 1 1	..	3 6 7	2 15 5	...	
901 8 4	57 12 6	959 4 10	467 15 8	...	2 8 8	0 0 2	
1,191 15 10	96 10 6	1,288 10 4	296 8 8	...	2 11 8	0 0 8	
5,306 1 2	376 2 6	5,682 3 8	834 8 0	101 3 8	2 12 5	0 0 4	
1,417 8 0	310 8 0	1,728 0 0	...	301 9 9	2 4 9	...	
1,795 0 0	676 2 0	2,471 2 0	424 8 0	...	2 12 4	...	
547 0 0	100 3 6	657 3 6	...	218 0 9	2 8 7	...	
3,759 8 0	1,096 13 6	4,856 5 6	424 8 0	519 10 6	2 9 3	...	
64,606 5 3	18,368 14 0	82,975 3 3	18,740 1 8	13,516 5 10	2 0 8	0 0 3	
PUBLIC INSTRUCTION, N W.P.—(*Concld.*)							
2,814 15 8	251 4 6	3,066 4 2	...	...	3 3 9	1 10 9	
1,92,876 15 3	42,172 15 0	2,35,049 15 3	50,015 4 2	20,177 7 3	2 12 9	0 5 1	

M. KEMPSON,

Director of Public Instruction,

N. W. Provinces.

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
						1st CIRCLE, DEPARTMENT			
Government Female Schools.	Alligurh.	Allygurh, ...	1	...	30	...	...	30	39
		Hathras, ...	17	...	289	6	...	295	264
		Khyr, ...	4	...	90	3	...	93	75
		Iglass, ...	5	...	72	2	...	74	33
		Secundra Rao, ...	8	...	183	2	...	185	180
		Attrowli, ...	4	...	80	...	...	80	77
		Total, ...	39	...	744	13	...	757	668
	Boolundshahr.	Boolundshahr, ...	1	...	13	...	...	13	20
		Anoopshuhur, ...	7	...	139	2	...	141	124
		Khurja, ...	4	...	42	...	...	42	48
		Secundrabad, ...	1	...	5	...	...	5	13
		Total, ...	13	...	199	2	...	201	205
	Meerut.	Sirdhana, ...	5	...	168	4	...	172	159
		Ghaziabad, ...	1	...	6	...	...	6	6
		Hapore, ...	7	...	104	...	...	104	100
		Bahgput, ...	2	...	47	2	...	49	41
		Total, ...	15	...	325	6	...	331	306
	Mozuffernuggur.	Mozuffernuggur, ...	1	...	10	...	...	10	9
		Shamli, ...	1	...	0	13	...	13	13
		Burhana, ...	3	...	10	26	...	36	43
		Jansuth, ...	1	...	15	...	...	15	13
		Total, ...	6	...	35	39	...	74	78
	Saharunpore.	Saharunpore, ...	4	...	...	67	...	67	59
		Roorkee, ...	2	...	...	33	...	33	28
		Deobund, ...	4	...	56	35	...	91	82
		Nakur, ...	5	...	...	85	...	85	76
		Total, ...	15	...	56	220	...	276	245
	Dehra Doon.	Dehra Doon, ...	2	...	35	...	...	35	28
		Total, ...	2	...	35	...	...	35	28
	Bareilly.	Bareilly, ...	3	...	...	53	...	53	48
		Beesulpore, ...	1	...	...	31	...	31	28
		Total, ...	4	...	...	84	...	84	36
	Bijnour.	Bijnour, ...	2	...	...	31	...	31	29
		Chandpore, ...	1	...	...	16	...	16	15
		Total, ...	3	...	...	47	...	47	44
	Budaon.	Budaon, ...	1	...	...	18	...	18	16
		Datagunj, ...	5	...	45	35	...	80	53
		Sahswan, ...	2	...	11	15	...	26	20
		Gunour, ...	5	...	39	37	...	76	60
		Total, ...	13	...	95	105	...	200	149
	Moradabad.	Moradabad, ...	4	...	8	91	...	91	65
		Bilari, ...	1	...	...	12	...	12	9
		Hosseinpore, ...	1	...	...	...	...	8	7
		Total, ...	6	...	8	103	...	111	81
	Shahjehanpore.	Shahjehanpore, ...	2	...	38	...	...	38	25
		Powayan, ...	8	...	163	...	...	163	125
		Tilhur, ...	4	...	30	36	...	66	48
		Jellalabad, ...	5	...	124	3	...	127	98
		Khootar, ...	2	...	75	...	...	75	51
		Total, ...	21	...	430	39	...	469	347
		Grand Total, 1st Circle ..	137	...	1,927	658	...	2,585	2,227

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.										
							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	...	...	30	...	114 12 1	...	...	2 2 6
...	...	...	1	...	295	...	1,022 10 1	...	...	117 15 2
...	...	...	...	...	93	...	295 10 3	...	...	4 11 4
...	...	...	...	...	74	...	210 12 6	...	...	82 13 9
...	...	...	...	...	185	...	575 3 5	...	...	134 1 2
...	...	...	...	...	80	...	279 5 5	...	...	4 9 5
...	...	...	1	...	757	...	2,498 5 9	...	...	346 5 4
...	...	...	...	...	13	...	66 6 5	...	...	...
...	...	...	...	...	141	...	472 12 6	...	12 0 0	...
...	...	...	...	...	42	...	159 0 0	...	10 0 0	...
...	...	...	...	...	5	...	7 0 0	...	7 0 0	...
...	...	...	...	...	201	...	705 2 11	...	29 0 0	...
...	...	...	...	...	172	...	535 9 3	...	...	107 2 3
...	...	...	...	...	6	...	43 8 0	...	...	...
...	...	...	...	...	104	...	425 1 7	...	...	113 2 4
...	...	...	...	...	49	...	162 0 0	...	...	107 2 3
...	...	...	...	...	331	...	1,166 2 10	...	...	327 6 10
...	...	...	...	...	10	...	50 0 0	...	...	...
...	...	...	13	...	...	...	56 0 0	...	...	...
...	...	...	26	...	10	...	174 0 0	...	...	...
...	...	...	...	...	15	...	62 0 0	...	...	...
...	...	...	39	...	35	...	342 0 0	...	...	...
...	...	...	67	...	...	...	225 2 4	...	9 2 4	...
...	...	...	33	...	...	...	106 5 2	...	2 5 2	...
...	...	...	43	...	48	...	172 11 1	...	5 14 4	...
...	...	...	85	...	...	...	267 15 11	...	5 12 11	...
...	...	...	228	...	48	...	772 2 6	...	23 2 9	...
...	...	...	...	...	35	...	116 8 0	...	7 0 0	...
...	...	...	...	...	35	...	116 8 0	...	7 0 0	...
...	...	...	53	...	...	...	324 8 0	...	...	...
...	...	...	31	...	...	...	115 8 0	...	...	...
...	...	...	84	...	...	...	440 0 0	...	...	...
...	11	...	31	...	...	...	119 2 6	...	...	...
...	6	...	16	...	...	...	70 0 0	...	...	...
...	17	...	47	...	...	...	189 2 6	...	...	...
...	...	...	18	...	...	...	50 6 6	...	...	1 4 10
...	...	...	35	...	45	...	101 7 3	...	...	99 0 0
...	...	...	26	...	...	...	85 10 4	...	...	2 9 7
...	...	...	35	...	41	...	245 0 0	...	...	6 7 6
...	...	...	114	...	86	...	482 8 1	...	...	109 5 11
...	...	...	91	...	...	...	276 8 0	...	...	38 1 10
...	...	...	12	...	...	...	56 11 0	...	...	2 12 0
...	...	...	...	...	8	...	20 0 0	...	...	1 4 0
...	...	...	103	...	8	...	353 3 0	...	...	42 1 10
...	...	...	...	...	38	...	102 8 0	...	...	61 0 0
...	...	...	...	...	163	...	308 8 0	...	...	124 0 0
...	...	...	36	...	30	...	44 0 0	...	...	139 0 0
...	...	...	...	...	127	...	149 8 0	...	...	179 8 5
...	...	...	...	...	75	...	111 0 0	...	...	18 0 0
...	...	...	36	...	433	...	615 8 0	...	...	521 8 5
...	17	...	34	...	1,934	...	7,080 11 7	...	59 2 9	1,346 12 4

APPEN

TABLE No 3B —*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2		2a.	3.	15.	16.	17.	18.
								1ST CIRCLE, DEPARTMENT
							Rs As. P	Rs As P
Government Female Schools.	Allygurh.	Allygruh, ...	1	...	...	...	...	111 14 7
		Hathras, ...	17	...	...	...	...	1,140 9 3
		Khyr, ...	4	...	...	...	...	300 5 7
		Iglass, ...	5	...	...	...	...	293 10 3
		Secundra Rao, ...	8	...	...	...	...	709 4 7
		Attrowli, ...	4	...	...	...	...	283 14 10
		Total, ...	39	...	...	...	...	2,844 11 1
	Boolundshahr.	Boolundshahr, ...	1	...	...	...	...	66 6 5
		Anoopshuhur, ...	7	...	...	...	...	484 12 6
		Khurja, ...	4	...	...	...	...	169 0 0
		Secundrabad, ...	1	...	...	...	...	14 0 0
		Total, ...	13	...	...	...	...	734 2 11
	Meerut	Sirdhana, ...	5	...	...	...	...	642 11 6
		Ghaziabad, ..	1	...	...	...	...	43 8 0
		Hapore, ...	7	...	...	...	...	538 3 11
		Baghput, ...	2	...	...	...	...	269 2 3
		Total, ...	15	...	...	...	...	1,493 9 8
	Mozuffernuggur.	Mozuffernuggur, ...	1	...	...	...	...	50 0 0
		Shamli, ...	1	...	...	...	...	56 0 0
		Burhana, ...	3	...	...	...	...	174 0 0
		Jansuth, ...	1	...	...	...	...	62 0 0
		Total, ...	6	...	...	...	...	342 0 0
	Saharunpore.	Saharunpore, ...	4	...	...	...	...	234 4 8
		Roorkee, ...	2	...	...	...	...	108 10 4
		Deobund, ...	4	...	...	...	...	178 9 5
		Nakur, ...	5	...	...	...	...	273 12 10
		Total, ...	15	...	...	...	...	795 5 3
	Dehra Doon.	Dehra Doon, ...	2	...	...	...	...	123 8 0
		Total, ...	2	..	...	...	...	123 8 0
	Bareilly.	Bareilly, ...	3	...	...	...	...	324 8 0
		Beesulpore, ...	1	...	...	...	...	115 8 0
		Total, ...	4	...	...	..	...	440 0 0
	Bijnour.	Bijnour, ...	2	...	...	...	...	119 2 6
		Chandpore, ...	1	...	...	...	...	70 0 0
		Total, ...	3	...	.	...	...	189 2 6
	Budaon.	Budaon, ...	1	...	...	...	...	51 11 4
		Datagunj, ...	5	..	...	...	...	200 7 3
		Sahswan, ...	2	...	...	...	...	88 3 11
		Gunour, ...	5	...	..		...	251 7 6
		Total, ...	13	...	...	...	...	591 14 0
	Moradabad	Moradabad, ...	4	...	...	...	...	314 9 10
		Bilari, ...	1	...	..	...	...	59 7 0
		Hosseinpore, ...	1	...	...	...	...	21 4 0
		Total, ...	6	...	...	..	...	395 4 10
	Shahjehanpore	Shahjehanpore, ...	2	...	...	...	...	163 8 0
		Powayan, ...	8	...	...	...	...	432 8 0
		Tilhur, ...	4	...	...	...	...	183 0 0
		Jellalabad, ...	5	...	...	...	...	229 0 5
		Khootar, ...	2	...	...	...	...	129 0 0
		Total, ...	21	...	...	...	...	1,137 0 5
		Grand Total, 1st Circle, ...	137	...	...	...	...	9,086 10 8

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded*).							
Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
107 0 0	9 14 7	116 14 7	...	...	3 0 0	2 15 1	
1,023 9 4	116 15 11	1,140 9 3	...	...	4 5 2	3 14 0	
275 0 0	25 5 7	300 5 7	...	...	4 0 1	3 15 1	
259 8 0	34 2 3	293 10 3	...	...	8 14 4	6 6 2	
650 13 5	58 7 2	709 4 7	...	...	3 15 1	3 3 2	
254 0 0	29 14 10	283 14 10	...	...	3 11 0	3 10 1	
2,569 14 9	274 12 4	2,844 11 1	...	...	4 4 2	3 11 10	
66 6 5	...	66 6 5	...	...	3 5 1	3 5 1	
484 12 8	...	484 12 6	...	...	3 14 7	3 13 6	
169 0 0	...	169 0 0	...	...	3 8 4	3 5 0	
14 0 0	...	14 0 0	...	...	1 1 3	0 8 7	
734 2 11	...	734 2 11	...	...	3 9 4	3 7 0	
634 2 3	8 9 3	642 11 6	...	...	4 0 8	3 5 11	
38 8 0	5 0 0	43 8 0	...	...	7 4 0	7 4 0	
535 3 11	3 0 0	538 3 11	...	...	5 6 1	4 4 0	
261 2 3	8 0 0	269 2 3	...	...	6 9 0	3 15 3	
1,469 0 5	24 9 3	1,493 9 8	...	...	4 14 1	3 13 0	
44 0 0	6 0 0	50 0 0	...	...	5 8 11	5 8 11	
48 0 0	8 0 0	56 0 0	...	...	4 11 4	4 11 4	
156 0 0	22 0 0	174 0 0	...	...	4 0 9	4 0 9	
44 0 0	18 0 0	62 0 0	...	...	4 12 4	4 12 4	
288 0 0	54 0 0	342 0 0	...	...	4 6 2	4 6 2	
192 0 0	42 4 8	234 4 8	...	...	3 15 6	3 13 1	
99 0 0	9 10 4	108 10 4	...	...	3 14 1	3 12 9	
147 8 9	31 0 8	178 9 5	...	...	2 2 10	2 1 8	
253 0 0	20 12 10	273 12 10	...	...	3 9 8	3 8 5	
691 8 9	103 12 6	795 5 3	...	...	3 3 10	3 2 5	
109 8 0	14 0 0	123 8 0	...	...	4 6 7	4 2 7	
109 8 0	14 0 0	123 8 0	...	...	4 6 7	4 2 7	
297 0 0	27 8 0	324 8 0	...	...	6 12 2	6 12 2	
88 0 0	27 8 0	115 8 0	...	...	4 2 0	4 2 0	
385 0 0	55 0 0	440 0 0	...	...	5 15 9	5 15 9	
110 0 0	9 2 6	119 2 6	...	...	4 1 0	4 1 0	
55 0 0	15 0 0	70 0 0	...	...	4 10 8	4 10 8	
165 0 0	24 2 6	189 2 6	...	...	4 4 9	4 4 9	
43 12 0	7 15 4	51 11 4	...	...	3 3 9	3 2 5	
193 15 9	6 7 6	200 7 3	...	...	3 12 6	1 14 8	
85 10 4	2 9 7	88 3 11	...	...	4 6 7	4 4 6	
245 0 0	6 7 6	251 7 6	...	...	4 3 1	4 1 4	
568 6 1	23 7 11	591 14 0	...	...	3 15 7	3 3 10	
255 0 0	59 9 10	314 9 10	...	...	4 13 5	4 4 1	
55 0 0	4 7 0	59 7 0	...	...	6 9 8	6 4 9	
20 0 0	1 4 0	21 4 0	...	...	3 0 7	2 13 9	
330 0 0	65 4 10	395 4 10	...	...	4 11 1	4 5 9	
158 8 0	5 0 0	163 8 0	...	...	6 8 8	4 1 7	
426 8 0	6 0 0	432 8 0	...	...	3 7 4	2 7 6	
180 0 0	3 0 0	183 0 0	...	...	3 13 0	0 14 8	
217 0 0	12 0 0	229 0 5	...	...	2 5 5	0 8 1	
129 0 0	...	129 0 0	...	...	2 8 6	2 2 10	
1,111 0 0	26 0 0	1,137 0 5	...	...	3 4 5	1 12 5	
8,421 9 4	665 1 4	9,086 10 8	...	...	4 1 3	3 7 3	

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TABLE No. 3B—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
					2ND CIRCLE, DEPARTMENT				
Government Female Schools.	Agra.	Huzoor Tahsil, ...	30	Different dates.	385	154	6	545	439·33
		Eradutnuggur, ...	2		32	...	...	32	46·32
		Futtehabad, ...	16		336	...	...	336	334·24
		Etmadpore, ...	11		210	...	...	210	212 44
		Ferozabad, ...	9		164	1	...	165	176·99
		Bah Pinahut, ...	10		198	...	...	198	195 89
		Kheragurh, ...	8		143	...	...	143	141·33
		Futtehpore Sicri, ...	8		148	...	...	148	131 67
		Furrah, ...	14		301	4	...	305	275·00
		Total, ...	108		1,917	159	6	2,082	1,953·21
	Cawnpore.	Jajmow, ...	3	Different dates.	45	...	...	45	50·50
		Sarh Salempore, ...	1		14	...	...	14	23·92
		Ghatumpore, ...	...		...	...	...	...	15·00
		Bilhour, ...	6		92	...	...	92	118 58
		Sheorajpore, ...	...		...	...	...	...	13 00
		Sheoli, ...	4		69	...	...	69	95·23
		Bithoor, ...	2		31	...	...	31	28·55
		Russoolabad, ...	2		27	2	...	29	94·32
		Akberpore, ...	2		30	...	...	30	62·74
		Deraporc, ...	4		64	1	...	65	77·35
		Secundra, ...	...		...	...	...	...	13·00
		Total, ...	24		372	3	...	375	592·19
	Etah.	Etah, ...	5	Different dates.	100	...	...	100	87 41
		Aligunj, ...	4		99	...	...	99	78 67
		Kasgunj, ...	3		85	...	...	85	80·17
		Total, ...	12		284	...	...	284	246·25
	Etawah.	Etawah, ...	4	Different dates	61	...	...	61	59·25
		Dalailnuggur, ...	2		29	...	...	29	29·08
		Total, ...	6		90	...	...	90	88·33
	Furruckabad.	Huzoor Tahsil, ...	9	Different dates.	44	137	...	181	152·90
		Kaimgunj, ...	2		..	29	...	29	28·18
		Tirwa, ...	2		17	15	...	32	30·81
		Total, ...	13		61	181	...	242	211 89
	Jalous.	Konch, ...	1	Different dates.	...	21	...	21	20 25
		Oorai, ...	1		...	15	...	15	14 50
		Otta, ...	2		38	...	...	38	27·75
		Total, ...	4		38	36	...	74	62 50
	Muttra.	Huzoor Tahsil, ...	...	Different dates.	...	...	...	...	5·00
		Areeng, ...	2		50	...	...	50	44·43
		Chatai, ...	1		46	...	...	46	35·19
		Kosie, ...	...		...	...	...	...	14·00
		Nowjheel, ...	3		53	1	...	54	44 82
		Mahabun, ...	1		16	...	...	16	12·00
		Sadabad, ...	5		98	...	...	98	78·84
		Jaleisur, ...	4		77	2	...	79	58·70
		Total, ...	16		340	3	...	343	292 98
	Mynpoory.	Mynpoory, ...	5	Different dates.	110	...	...	110	122·49
		Kurhul, ...	4		68	7	...	75	77·17
		Bhougaon, ...	23		423	14	...	437	425·00
		Mustafabad, ...	18		342	...	...	342	359·33
		Shekoabad, ...	4		67	...	...	67	68·33
		Total, ...	54	...	1,010	21	...	1,031	1,052 32
		Grand Total, 2nd Circle, ...	237	...	4,112	403	6	4,521	4,499 67

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).—(*Continued*)

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).		From Government	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9*a*.	9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.										
							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	174	...	371	Different.	1,296 15 0	...	...	652 15 3
...	...	...	...	...	32		58 6 0	...	...	106 3 9
...	...	...	...	...	336		939 14 9	...	...	317 12 9
...	..	...	...	...	210		449 9 0	...	...	363 12 6
...	...	...	...	...	165		461 8 0	...	...	174 2 8
...	...	...	...	...	198		529 8 8	...	...	169 4 4
...	...	...	...	...	143		190 0 0	...	...	340 0 0
...	...	...	...	...	148		642 3 2	...	...	2 10 8
...	...	...	...	...	305		765 2 4	...	...	397 12 3
...	...	...	174	...	1,908		5,333 2 11	...	...	2,524 10 2
...	...	...	...	...	45	Different.	164 7 6	...	...	55 0 0
...	...	...	...	...	14		59 12 6	...	...	49 1 0
...	...	...	...	...	...		...	...	...	18 0 0
...	...	...	...	...	92		111 13 0	...	...	310 12 2
...	...	...	...	...	...		...	...	...	39 7 2
...	...	...	...	...	69		51 11 6	...	...	226 2 1
...	...	...	...	...	31		85 9 0	...	...	20 2 7
...	...	...	...	..	29		180 9 0	...	...	93 7 8
...	...	...	...	...	30		126 2 0	...	...	65 0 0
...	...	...	...	...	65		171 10 6	...	...	89 15 9
...	...	...	...	...	...		...	...	...	20 0 0
...	...	...	...	...	375		951 11 0	...	...	987 0 5
...	...	...	...	...	100	Different.	251 6 3	...	...	24 0 0
...	...	...	...	...	99		212 0 0	...	...	5 0 0
...	...	...	...	...	85		182 8 0	...	...	...
...	...	...	...	...	284		645 14 3	...	...	29 0 0
...	...	...	...	...	61	Different.	219 12 0	...	...	3 10 3
...	...	...	...	...	29		143 0 0	...	...	...
...	...	...	...	...	90		362 12 0	...	...	3 10 3
...	12	14	69	...	109	Different.	825 7 10	...	...	41 12 0
...	...	...	29	...	...		130 15 0	...	...	2 3 0
...	...	2	15	...	17		97 13 7	...	...	10 0 0
...	12	16	113	...	126		1,054 4 5	...	...	53 15 0
...	...	...	21	...	...	Different.	57 14 11	...	57 14 10	...
...	...	...	15	...	...		7 13 3	...	7 13 3	...
...	...	...	...	...	38		43 5 3	...	43 5 3	...
...	...	...	36	...	38		109 1 5	...	109 1 4	...
...	...	...	...	...	...	Different.	35 13 4	...	...	...
...	...	...	...	...	50		188 1 6	...	...	...
...	...	...	...	...	46		84 14 6	...	...	...
...	...	...	...	...	...		27 4 0	...	...	...
...	...	...	...	...	54		247 12 6	...	...	...
...	...	...	...	...	16		95 3 0	...	...	...
...	...	...	1	...	97		434 11 3	...	...	...
...	...	...	...	...	79		349 13 6	...	...	...
...	...	...	1	...	342		1,463 9 7	...	...	...
...	...	...	...	...	110	Different.	320 4 4	...	...	15 12 7
...	...	...	7	...	68		200 3 7	...	...	0 9 11
...	...	...	...	...	437		1,116 12 11	...	...	208 11 7
...	...	...	...	...	342		637 8 11	...	...	368 15 6
...	...	...	...	...	67		219 3 7	...	...	10 4 11
...	...	...	7	...	1,024	...	2,494 1 4	...	...	604 6 6
...	12	16	323	...	4,187	...	12,414 8 11	...	109 1 4	4,202 10 4

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TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution	Locality. District.	Locality. Pergunnah and Village	Number of Schools.	When Established.	Receipts—(*Concluded*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total
1.	2.		2a.	3	15.	16	17.	18
								2ND CIRCLE, DEPARTMENT
							Rs As. P.	Rs. As. P
GOVERNMENT FEMALE SCHOOLS	AGRA	Huzoor Tahsil, ...	30	Different dates	...	...	...	1,949 14 3
		Eradutnuggur, ...	2		...	...	...	164 9 9
		Futtehabad, ...	16		...	...	...	1,257 11 6
		Etmadpore, ...	11		...	...	...	813 5 6
		Ferozabad, ...	9		...	...	...	635 10 8
		Bah Pinahut, ...	10		...	...	...	698 13 0
		Kheragurh, ...	8		...	...	...	530 0 0
		Futtehpore Sicri, ...	8		...	...	...	644 13 10
		Furrah, ...	14		...	...	...	1,162 14 7
		Total, ...	108		...	...	...	7,857 13 1
	CAWNPORE.	Jajmow, ...	3	Different dates.	...	...	18 0 0	237 7 6
		Sarh Salempore, ...	1		...	...	6 0 0	114 13 6
		Ghatumpore, ...	...		...	...	...	18 0 0
		Bilhour, ...	6		...	...	36 0 0	458 9 2
		Sheorajpore, ...	...		...	...	...	39 7 2
		Sheoli, ...	4		...	...	24 0 0	301 13 7
		Bithoor, ...	2		...	...	12 0 0	117 11 7
		Russoolabad, ...	2		...	...	12 0 0	286 0 8
		Akberpore, ...	2		...	...	12 0 0	203 2 0
		Derapore, ...	4		...	...	24 0 0	285 10 3
		Secundra, ...	...		...	...	...	20 0 0
		Total, ...	24		...	...	144 0 0	2,082 11 5
	ETAH	Etah, ...	5	Different dates	...	...	3 0 0	278 6 3
		Ahgunj, ...	4		...	...	2 0 0	219 0 0
		Kasgunj, ...	3		...	...	2 0 0	184 8 0
		Total, ...	12		...	...	7 0 0	681 14 3
	ETAWAH.	Etawah, ...	4	Different dates.	...	...	...	223 6 3
		Dalailnuggur, ...	2		...	...	...	143 0 0
		Total, ...	6		...	...	...	366 6 3
	FURRUCKABAD.	Huzoor Tahsil, ...	9	Different dates	...	...	...	867 3 10
		Kaimgunj, ...	2		...	...	...	133 2 0
		Tirwa, ...	2		...	...	...	107 13 7
		Total, ...	13		...	..	...	1,108 3 5
	JALOUN.	Konch, ...	1	Different dates	...	...	...	115 13 9
		Ooral, ...	1		...	...	...	15 10 6
		Otta, ...	2		...	...	...	86 10 6
		Total, ...	4		...	...	...	218 2 9
	MUTTRA.	Huzoor Tahsil, ...	...	Different dates	...	...	...	35 13 4
		Areeng, ...	2		...	...	...	188 1 6
		Chatai, ...	1		...	...	...	84 14 6
		Kosie, ...	...		...	...	...	27 4 0
		Nowjheel, ...	3		...	...	...	247 12 6
		Mahabun, ...	1		...	...	...	95 3 0
		Sadabad, ...	5		...	...	...	434 11 3
		Jalesur, ...	4		...	...	...	349 13 6
		Total, ...	16		...	...	...	1,463 9 7
	MYNPOORY.	Mynpoory, ...	5	Different dates.	...	...	...	336 0 11
		Kurhul, ...	4		...	...	...	200 13 6
		Bhongaon, ...	23		...	...	...	1,325 8 6
		Mustafabad, ...	18		...	...	...	1,006 8 5
		Shekoabad, ...	4		...	...	...	229 8 6
		Total, ...	54	...	...	...	...	3,098 7 10
		GRAND TOTAL, 2ND CIRCLE, ...	237	...	...	...	151 0 0	16,877 4 7

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
1,861 10 3	88 4 0	1,949 14 3	...	...	4 0 7	2 15 3	
153 3 9	11 6 0	164 9 9	...	...	3 8 10	1 4 2	
1,202 4 6	55 7 0	1,257 11 6	..	...	3 12 2	2 3 1	
771 8 6	41 13 0	813 5 6	...	...	3 13 3	2 1 10	
597 10 8	38 0 0	635 10 8	...	...	3 9 6	2 9 8	
655 8 4	43 4 8	698 13 0	...	...	3 9 0	2 11 3	
494 0 0	36 0 0	530 0 0	...	...	3 12 0	1 5 6	
581 9 2	63 4 8	644 13 10	...	...	4 14 4	4 14 0	
1,106 15 1	55 15 6	1,162 14 7	...	...	4 3 8	2 12 6	
7,424 6 3	433 6 10	7,857 13 1	...	...	4 0 4	2 11 9	
205 0 0	32 7 6	237 7 6	...	...	4 11 2	3 6 1	
104 1 0	10 12 6	114 13 6	...	...	4 12 3	2 8 0	
18 0 0	...	18 0 0	...	...	1 3 2	...	
417 12 2	40 13 0	458 9 2	...	...	3 13 10	0 15 1	
39 7 2	...	39 7 2	...	...	3 0 9	...	
256 2 1	45 11 6	301 13 7	...	...	3 2 9	0 8 8	
100 2 7	17 9 0	117 11 7	...	...	4 1 7	2 15 11	
272 7 8	13 9 0	286 0 8	...	...	3 0 6	1 14 8	
185 0 0	18 2 0	203 2 0	...	...	3 3 9	2 0 2	
255 8 3	30 2 0	285 10 3	...	...	3 11 1	2 3 2	
20 0 0	...	20 0 0	...	...	1 8 7	...	
1,873 8 11	209 2 6	2,082 11 5	...	...	3 8 3	1 9 8	
263 2 9	15 3 6	278 6 3	...	...	3 2 11	2 14 0	
207 0 0	12 0 0	219 0 0	...	...	2 12 6	2 11 1	
170 8 0	14 0 0	184 8 0	...	...	2 4 9	2 4 5	
640 10 9	41 3 6	681 14 3	...	...	2 12 3	2 9 11	
219 12 0	3 10 3	223 6 3	...	...	3 12 6	3 11 7	
143 0 0	...	143 0 0	...	...	4 14 11	4 14 11	
362 12 0	3 10 3	366 6 3	...	...	4 2 8	4 1 11	
782 8 4	84 11 6	867 3 10	...	...	5 10 9	5 6 4	
114 8 0	18 10 0	133 2 0	...	...	4 11 7	4 10 4	
102 8 10	5 4 9	107 13 7	...	...	3 8 0	3 2 11	
999 9 2	108 10 3	1,108 3 5	...	...	5 3 8	4 15 7	
66 0 0	49 13 9	115 13 9	...	...	5 11 7	2 13 9	
15 0 0	0 10 6	15 10 6	...	...	1 1 3	0 8 8	
81 0 0	5 10 6	86 10 6	...	...	3 1 11	1 9 0	
162 0 0	56 2 9	218 2 9	...	...	3 7 10	1 11 11	
35 13 4	...	35 13 4	...	...	7 2 8	7 2 8	
181 12 0	6 5 6	188 1 6	...	...	4 3 9	4 3 9	
83 12 0	1 2 6	84 14 6	...	...	2 6 7	2 6 7	
27 4 0	...	27 4 0	...	...	1 15 2	1 15 2	
242 0 0	5 12 6	247 12 6	...	...	5 8 5	5 8 5	
92 12 0	2 7 0	95 3 0	...	...	7 14 11	7 14 11	
405 0 0	29 11 3	434 11 3	...	...	5 8 3	5 8 3	
334 13 6	15 0 0	349 13 6	...	...	5 15 2	5 15 2	
1,403 2 10	60 6 9	1,463 9 7	...	...	4 15 11	4 15 11	
333 13 6	2 3 5	336 0 11	...	...	2 11 11	2 9 10	
199 7 9	1 5 9	200 13 6	...	...	2 9 8	2 9 6	
1,313 7 4	12 1 2	1,325 8 6	...	...	3 1 11	2 10 1	
1,004 9 2	1 15 3	1,006 8 5	...	...	2 12 9	1 12 5	
228 2 7	1 5 11	229 8 6	...	...	3 7 0	3 3 3	
3,079 8 4	18 15 6	3,089 7 10	...	...	2 15 1	2 5 11	
15,945 10 3	931 10 4	16,877 4 7	...	...	3 12 0	2 12 1	

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.
1.	2.		2a.	3.	4.	5.	6.	7.	8.
									3RD CIRCLE, DEPARTMENT
Government Female Schools.	Allahabad.	Phoolpore Tahsil, ...	4	...	...	61	...	61	52·00
		Chail Do., ...	2	...	...	23	...	23	16 71
		Handia Do., ...	2	...	...	26	...	26	22·56
		Total, ...	8	...	...	110	...	110	91·35
	Azimgurh.	Deogaon Tahsil, ...	2	...	20	...	...	20	15·34
		Huzoor Do., ...	2	...	...	30	...	30	25·33
		Jeanpore Do., ...	1	...	10	...	...	10	8·00
		Mahomedabad Do.,	4	...	30	15	...	45	35·67
		Nugra Do., ...	1	...	10	...	...	10	7·37
		Total, ...	10	...	70	45	...	115	91·67
	Banda.	Augasi Tahsil, ...	1	...	...	9	...	9	5·90
		Banda Do., ...	3	...	...	40	...	40	26·18
		Sehonda Do., ...	1	...	...	11	...	11	7·52
		Tirahooan Do., ...	2	...	...	32	...	32	21·00
		Total, ...	7	...	...	92	...	92	60·60
	Benares.	Chandowli Tahsil,...	3	...	40	...	...	40	24·00
		Huzoor, Do., ...	8	...	134	...	...	134	83 00
		Total, ...	11	...	174	...	...	174	107·00
	Bustee.	Bustee Tahsil,...	6	...	79	46	...	125	79·49
		Bansi Do., ...	1	...	15	8	...	23	17·63
		Khalilabad Do., ...	1	...	23	...	...	23	15·91
		Doomuriagunj Do,	2	...	45	...	...	45	33 38
		Total, ...	10	...	162	54	...	216	146·41
	Futtehpore.	Huzoor Tahsil,...	3	...	33	...	...	33	25·41
		Khaga Do, ...	3	...	16	24	...	40	39·24
		Khukrera, Do., ...	2	...	17	3	...	20	15·04
		Kulyanpore Do., ...	1	...	10	...	...	10	8·67
		Kora Do., ...	1	...	12	...	...	12	10·27
		Total, ...	10	...	88	27	...	115	88·63
	Ghazeepore.	Bullia Tahsil,...	2	...	60	...	...	60	55·84
		Ghazeepore Do., ...	2	...	63	...	...	63	59·40
		Mahomedabad Do.,	2	...	51	...	...	51	48·32
		Sydpore Do., ...	2	...	30	10	...	40	36·80
		Zamania Do., ...	1	...	50	...	...	53	50·12
		Total, ...	9	...	257	10	...	267	250·48
	Goruckpore.	Bansgaon Tahsil,...	2	...	88	...	...	88	67·49
		Dewreria Do., ...	3	...	50	...	...	50	44·46
		Monsoorgunj Do.,...	1	...	28	...	...	28	14·67
		Pudrawana Do., ...	4	...	82	30	...	112	72·41
		Total, ...	10	...	248	30	...	278	199·03
	Jounpore.	Jounpore Tahsil,...	1	...	14	...	...	14	10·80
		Kothan Do., ...	3	...	15	26	...	41	29·04
		Kirakut Do., ...	1	...	...	13	...	13	13·34
		Muchlishuhur Do.,	2	...	...	39	...	39	22·98
		Mundishoo Do., ...	3	...	20	36	...	56	53·87
		Total, ...	10	...	49	114	...	163	130·03
	Mirzapore.	Chunar Tahsil, ...	5	...	105	...	...	105	63·92
		Huzoor Do., ...	5	...	68	15	...	83	57·50
		Total, ...	10	...	173	15	...	188	121·42
		Grand Total, 3rd Circle, ...	95	...	1,221	497	...	1,718	1,286·42
		GRAND TOTAL,	469	...	7,260	1,558	...	8,824	8,013·09

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).—*Continued.*

Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.			
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9.	9a.	9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.										
							Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	61	...	...	...	208 0 0	...	...	...
...	...	...	23	...	...	...	82 6 9	...	...	...
...	...	...	26	...	...	...	67 2 8	...	...	...
...	...	...	110	...	...	...	357 9 5	...	...	...
...	...	...	...	...	20	...	77 0 0	...	...	7 9 0
...	...	...	30	...	...	...	77 0 0	...	...	10 2 0
...	...	...	...	...	10	...	38 8 0	...	...	3 12 0
...	...	...	15	...	30	...	150 0 0	...	...	12 0 0
...	...	...	45	...	10	...	37 8 0	...	...	4 10 0
...	...	...	90	...	70	...	380 0 0	...	...	38 1 0
...	3	...	6	...	...	...	55 0 0	...	...	5 8 0
...	9	...	31	...	...	...	150 0 0	...	...	15 0 0
...	4	...	7	...	...	...	55 0 0	...	...	5 8 0
...	...	...	32	...	...	...	88 10 8	...	...	8 14 0
...	16	...	76	...	...	...	348 10 8	...	...	34 14 0
...	...	...	...	...	40	...	70 0 0	...	...	...
...	...	...	...	22	112	...	372 10 0	...	...	72 0 0
...	...	...	...	22	152	...	442 10 0	...	...	72 0 0
...	...	...	...	...	125	...	279 0 0	...	...	35 0 0
...	...	10	13	...	...	...	96 0 0	...	...	...
...	...	...	...	...	23	...	56 0 0	...	...	6 0 0
...	...	...	...	...	45	...	54 14 0	...	...	12 0 0
...	...	10	13	...	193	...	485 14 0	...	...	50 0 0
...	...	...	...	...	33	...	134 0 0	...	...	...
...	...	2	14	...	28	...	114 8 0	...	...	...
...	...	...	...	...	20	...	63 0 0	...	...	...
...	...	...	...	...	10	...	35 0 0	...	...	...
...	...	...	...	...	12	...	44 0 0	...	...	...
...	...	2	14	...	103	...	390 8 0	...	...	...
...	...	...	...	...	60	...	123 1 0	...	...	...
...	...	...	...	...	63	...	83 0 0	...	...	...
...	...	...	...	...	51	...	98 2 0	...	...	...
...	...	...	...	...	40	...	95 8 0	...	...	...
...	...	...	...	...	53	...	61 4 0	...	...	...
...	...	...	...	...	267	...	460 15 0	...	...	...
...	...	...	...	...	88	...	57 0 0	...	...	6 0 0
...	...	...	...	...	50	...	10 0 0	...	...	20 0 0
...	...	...	...	...	28	...	21 0 0	...	...	...
...	...	...	40	...	112	...	158 0 0	...	...	10 0 0
...	...	...	40	...	278	...	246 0 0	...	...	36 0 0
...	...	...	...	...	14	...	44 11 2	...	...	2 8 0
...	...	...	26	...	15	...	138 8 8	...	...	...
...	...	...	13	...	...	...	49 5 8	...	...	...
...	...	...	39	...	...	...	80 1 5	...	...	...
...	...	...	37	...	19	...	137 1 0	...	...	9 8 0
...	...	...	115	...	48	...	449 11 11	...	...	12 0 0
...	...	...	...	...	105	...	171 0 0	...	...	...
...	...	...	...	...	83	...	184 0 0	...	...	...
...	...	...	...	...	188	...	355 0 0	...	...	...
...	16	12	413	22	1,299	...	3,916 15 0	...	...	245 15 0
...	45	28	770	22	7,420	...	24,012 3 6	...	...	5,795 5 8

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When Established.	Receipts.—(*Concluded*). Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.		2a.	3.	15.	16.	17.	18.
							3RD CIRCLE, DEPARTMENT	
							Rs. As. P.	Rs. As. P.
Government Female Schools	Allahabad.	Phoolpore Tahsil, ...	4	...	...	...	...	208 0 0
		Chail Do, ...	2	...	...	...	...	137 6 9
		Handia Do., ...	2	...	...	...	55 0 0	67 2 8
		Total, ...	8	...	...	...	55 0 0	412 9 5
	Azimgurh.	Deogaon Tahsil, ...	2	...	...	...	...	84 9 0
		Huzoor Do., ...	2	...	...	...	...	87 2 0
		Jeanpore Do, ...	1	...	...	...	...	42 4 0
		Mahomedabad Do.,	4	...	...	...	...	162 0 0
		Nugra Do, ...	1	...	...	...	...	42 2 0
		Total, ...	10	...	...	...	...	418 1 0
	Banda.	Augasi Tahsil, ...	1	...	...	...	...	60 8 0
		Banda Do., ...	3	...	...	...	...	165 0 0
		Sehonda Do, ...	1	...	...	...	...	60 8 0
		Tirahooan Do., ...	2	...	...	...	...	97 8 8
		Total, ...	7	...	...	...	...	383 8 8
	Benares.	Chandowli Tahsil,...	3	...	...	...	...	70 0 0
		Huzoor Do., ...	8	...	...	...	...	444 10 0
		Total, ...	11	...	...	...	...	514 10 0
	Bustee.	Bustee Tahsil,...	6	...	...	...	...	314 0 0
		Bansi Do., ...	1	...	...	...	...	96 0 0
		Khalilabad Do., ...	1	...	...	...	...	62 0 0
		Doomuriagunj Do,	2	...	...	...	...	66 14 0
		Total, ...	10	...	...	...	...	538 14 0
	Futtehpore	Huzoor Tahsil,...	3	...	...	...	...	134 0 0
		Khaga Do, ...	3	...	...	...	...	114 8 0
		Khukrera, Do., ...	2	...	...	...	...	63 0 0
		Kulyanpore Do, ...	1	...	...	...	...	35 0 0
		Kora Do, ...	1	...	...	...	...	44 0 0
		Total, ...	10	...	...	...	...	390 8 0
	Ghazeepore.	Bullia Tahsil,...	2	...	...	...	...	123 1 0
		Ghazeepore Do., ...	2	...	...	...	...	83 0 0
		Mahomedabad Do.,	2	...	...	...	...	98 2 0
		Sydpore Do., ...	2	...	...	...	...	95 8 0
		Zamania Do., ...	1	...	...	...	...	61 4 0
		Total, ...	9	...	...	...	...	460 15 0
	Goruckpore.	Bansgaon Tahsil,...	2	...	...	...	...	63 0 0
		Dewreria Do, ...	3	...	...	...	...	30 0 0
		Monsoorgunj Do.,...	1	...	...	...	...	21 0 0
		Pudrawana Do., ...	4	...	...	...	...	168 0 0
		Total, ..	10	..	...	...	...	282 0 0
	Jounpore.	Jounpore Tahsil,...	1	...	...	...	...	47 3 2
		Kothan Do., ...	3	...	...	...	...	138 8 8
		Kirakut Do, ...	1	...	...	...	...	49 5 8
		Muchlishuhur Do.,	2	...	...	...	...	80 1 5
		Mundiahooa Do., ...	3	...	...	...	...	146 9 0
		Total, ...	10	...	...	...	...	461 11 11
	Mirzapore	Chunar Tahsil, ...	5	...	...	...	...	171 0 0
		Huzoor Do., ...	5	...	...	...	...	184 0 0
		Total, ...	10	...	...	...	...	355 0 0
		Grand Total, 3rd Circle, ...	95	...	...	...	55 0 0	4,217 14 0
		GRAND TOTAL,	469	...	...	...	206 0 0	30,181 13 3

DIX D.

General Education, for the year 1866-67.

LOWER CLASS (FEMALE SCHOOLS).—(*Concluded*).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
208 0 0	...	208 0 0	...	...	3 15 11	3 15 11	
82 6 9	55 0 0	137 6 9	...	...	8 3 7	4 14 11	
67 2 8	...	67 2 8	...	...	2 15 2	2 15 2	
357 9 5	55 0 0	412 9 5	...	...	3 14 6	4 8 3	
75 0 0	9 9 0	84 9 0	...	...	5 8 4	5 0 4	
75 0 0	12 2 0	87 2 0	...	...	3 7 0	3 0 7	
37 8 0	4 12 0	42 4 0	...	...	5 4 6	4 13 0	
150 0 0	12 0 0	162 0 0	...	...	4 8 8	4 3 3	
37 8 0	4 10 0	42 2 0	...	...	5 11 11	5 1 10	
375 0 0	43 1 0	418 1 0	...	...	4 9 1	4 2 4	
55 0 0	5 8 0	60 8 0	...	...	6 11 6	6 1 9	
150 0 0	15 0 0	165 0 0	...	...	4 2 0	3 12 0	
55 0 0	5 8 0	60 8 0	...	...	5 8 0	5 0 0	
88 10 8	8 14 0	97 8 8	...	...	3 0 9	2 12 3	
348 10 8	34 14 0	383 8 8	...	...	4 2 8	3 12 7	
70 0 0	...	70 0 0	...	...	2 14 8	2 14 8	
372 10 0	72 0 0	444 10 0	...	...	5 5 11	4 7 10	
442 10 0	72 0 0	514 10 0	...	...	4 12 11	4 2 2	
277 0 0	37 0 0	314 0 0	...	...	3 15 2	3 8 4	
95 0 0	1 0 0	96 0 0	...	...	5 6 2	5 6 2	
54 0 0	8 0 0	62 0 0	...	...	3 14 4	3 8 1	
54 0 0	12 14 0	66 14 0	...	...	1 15 0	1 9 10	
480 0 0	58 14 0	538 14 0	...	...	3 10 10	3 5 0	
134 0 0	...	134 0 0	...	...	5 11 10	5 11 10	
114 8 0	...	114 8 0	...	...	3 14 2	3 14 2	
63 0 0	...	63 0 0	...	...	4 5 10	4 5 10	
35 0 0	...	35 0 0	...	...	4 7 0	4 7 0	
44 0 0	...	44 0 0	...	...	4 7 4	4 7 4	
390 8 0	...	390 8 0	...	...	4 15 7	4 15 7	
113 0 0	10 1 0	123 1 0	...	...	2 10 0	2 10 0	
77 0 0	6 0 0	83 0 0	...	...	1 5 1	1 5 1	
92 0 0	6 2 0	98 2 0	...	...	1 14 9	1 14 9	
88 0 0	7 8 0	95 8 0	...	...	2 6 2	2 6 2	
57 0 0	4 4 0	61 4 0	...	...	1 1 11	1 1 11	
427 0 0	33 15 0	460 15 0	...	...	1 11 8	1 11 8	
55 0 0	8 0 0	63 0 0	...	...	0 14 11	0 13 6	
9 0 0	21 0 0	30 0 0	...	...	0 10 10	0 7 3	
20 0 0	1 0 0	21 0 0	...	...	1 6 11	1 6 11	
157 0 0	11 0 0	168 0 0	...	...	2 5 4	2 2 11	
241 0 0	41 0 0	282 0 0	...	...	1 6 9	1 3 9	
41 8 9	5 10 5	47 3 2	...	...	4 5 8	4 1 2	
121 15 0	16 9 8	138 8 8	...	...	4 12 1	4 1 1	
43 0 0	6 5 8	49 5 8	...	...	3 10 9	3 10 9	
70 3 1	9 14 4	86 1 5	...	...	2 9 9	2 9 9	
131 8 4	16 0 8	146 9 0	...	...	2 11 4	2 8 8	
408 3 2	53 8 9	461 11 11	...	...	3 8 8	3 7 3	
171 0 0	...	171 0 0	...	...	2 10 2	2 10 10	
184 0 0	...	184 0 0	...	...	3 3 2	3 3 2	
355 0 0	...	355 0 0	...	...	2 14 9	2 14 9	
3,825 9 3	392 4 9	4,217 14 0	...	...	2 7 3	2 4 7	
28,192 12 10	1,989 0 5	30,181 13 3	...	...	3 0 0	3 14 0	

APPENDIX D.

TABLE No. 4.—*I. Institutions for General Education, for the year* 1866-67.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Roll at the end of the Year.				Average Daily Attendance.	Number of Pupils studying in each Language at the close of the year.							Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Latin.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.	14.
																Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Jay Narain's College and Free School, ...	Benares,	1817	425	80	12	517	427	398	...	77	154	97	175	...	1 A. to 1 Re.	5,760 4 0	1,713 8 0	...	105 0 0
St. John's College, ...	Agra,	1853	253	74	42	369	352·5	369	49	102	217	2	31	3	4 As. to 5 Rs.	6,600 0 0	650 0 0	...	1,068 1 0
St. Peter's College, ...	Ditto,	1846	1	...	60	61	59	61	...	...	61	...	...	...	18 Rs.	1,500 0 0	...	...	...
Victoria College, ...	Ditto,	1862	241	43	...	284	250	284	7	62	98	25	92	...	4 As. to 1½ Re.	6,000 0 0	...	...	2,795 0 0
TOTAL, ...	...	...	920	197	114	1,231	1,088 5	1,112	56	241	530	124	298	3	...	19,860 4 0	2,363 8 0	...	3,968 1 0

APPENDIX D.

TABLE No. 4.—*I. Institutions for General Education for the year* 1866-67.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Receipts.				Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
			Fees, Fines, &c	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs. As. P.	Rs. As P.	Rs. As. P.	Rs. As. P	Rs. As P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Jay Narain's College and Free School, ...	Benares	1817	826 7 6	176 8 6	5,702 3 3	14,283 15 3	13,668 4 11	1,246 2 6	14,914 7 5	...	630 8 2	34 14 10	13 7 10	
St John's College, ...	Agra.	1853	2,197 5 0	800 0 0	7,235 9 0	10,550 15 0	18,200 5 9	...	18,200 5 9	350 0 0	...	51 10 1	18 12 0	
St. Peter's College, ...	Ditto.	1846	10,501 6 8	...	...	12,001 6 8	12,779 13 4	...	12,779 13 4	...	778 6 8	216 9 8	25 6 9	
Victoria College, ...	Ditto.	1862	1,188 4 0	125 8 0	1,900 0 0	12,008 12 0	10,815 12 0	1,350 8 0	12,166 4 0	...	157 8 0	48 10 7	24 0 0	
Total, ...	...	...	14,713 7 2	1,102 0 6	14,837 12 3	56,845 0 11	55,464 [illegible]4 0	2,516 10 6	58,060 14 6	350 0 0	1,566 6 10	53 5 5	18 3 11	

Office of Director of Public Instruction,
N. W. Provinces:
Camp Bareilly, the 12th June, 1867.

M. KEMPSON,
Director of Public Instruction, N. W. P.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	No. of Pu language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.
Mission School (Secundra), Church of England Mission, ...	Agra, ...	1861, ...	...	...	339	339	273	77	...
Mofid-Am School, ...	Ditto, ...	1858, ...	168	13	1	182	176	177	...
Generalgunge Mission School, S. P. G., ...	Cawnpore, ...	1862, ...	178	11	2	191	180·19	191	...
Christ Church School, S. P. Gospel,	Ditto, ...	1859, ...	198	38	19	225	207	180	...
City High School, American Mission,	Furruckabad, ...	1841, ...	195	75	10	280	260	100	...
Rekha Mission School, American, ...	Futtehgurh, ...	1847, ...	88	10	58	156	99	116	...
Six Branch Schools, Municipal Committee, ...	Bareilly, ...	1864 and 1865, ...	327	105	5	437	392	437	...
Mission School (Chunar), ...	Benares, ...	1820, ...	191	32	4	227	172	58	...
High School Diocesan Board of Education,	Allahabad, ...	...	...	...	..	No	Returns	recei	ved
Mission (Boys') School, Church of England,	Azimgurh, ...	1840, ...	240	46	1	287	222·8	240	...
Ditto London Mission,	Almorah, ...	1850, ...	172	9	2	183	156	92	...
Mission School, American, ...	Bijnour, ...	1859, ...	46	14	...	60	50	35	...
Mission Orphan School, S. P. Gospel, ...	Cawnpore, ...	...	...	...	...	No	Returns	recei	ved.
Mission School, American, ...	Dehra Doon, ...	1851, ...	127	11	8	146	115	146	...
Mission School, Church of England, ...	Ghazeepore, ...	1850, ...	315	55	27	397	308	397	...
Mission (Boys' and Girls') School, Church of England,	Goruckpore, ...	1864, ...	283	68	128	479	375	194	...
Mission School, Church of England, ...	Muttra, ...	1860, ...	83	4	2	89	74	89	...
Anglo-Vernacular School, Victoria Branch, ...	Ditto, ...	1865, ...	88	2	...	90	78	80	8
Mission School, Church of England, ...	Meerut, ...	1851, ...	128	26	17	171	152	147	...
Ditto Ditto, ...	Jounpore, ...	1863, ...	56	6	1	63	58·7	63	...
Mission City School, Church of England	Ditto, ...	1865, ...	74	16	...	90	40·34	28	...
Mission School, American, ...	Mynpoory, ...	1843, ...	149	41	6	196	196	66	...
Ditto Ditto, ...	Moradabad, ...	1861, ...	130	39	5	174	131	140	...
Subscription School, ...	Ditto, ...	1863, ...	107	48	2	157	128	157	...
Mission School, Church of England, ...	Mirzapore, ...	September, 1864,	292	52	2	346	260	79	...
Subscription School,	Ditto, ...	1864, ...	263	64	...	327	258·31	160	32
Mission School, American, ...	Nynee Tal, ..	1864, ...	127	11	...	138	109	12	...
Ditto, Church of England, ...	Roorkee, ...	1856, ...	93	18	14	125	105	115	...
Ditto, American, ...	Shahjehanpore, ...	1860, ...	57	98	...	155	133	62	...
American Mission Orphan School, ...	Ditto, ...	1858, ...	1	...	86	87	87	52	...
Ditto Ditto, ...	Saharunpore, ...	1837, ...	148	29	5	182	113	182	...
Ditto Orphanage, ...	Ditto, ...	1837, ...	...	...	50	50	48	30	...
Mission (Boys') School, Church of England, ...	Allahabad, ...	1861, ...	72	12	5	89	70	89	...
American Presbyterian Mission (Kuttra) School, ...	Ditto, ...	15th Jany., 1866,	110	32	8	150	130	65	...

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

PILS STUDYING IN EACH AT THE CLOSE OF THE YEAR.				Monthly rate of Schooling Fee.	RECEIPTS.				
Persian.	Urdoo.	Sanskrit.	Hindi (Nagri).		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.	15.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P
...	339	...	119	...	1,650 0 0	...	...	...	...
7	126	...	54	Various.	1,540 0 0	180 0 0	...	857 0 0	325 4 0
...	...	...	191	Do.	1,430 0 0	...	...	...	196 14 3
5	7	...	15	4 As. to 1-8.	3,300 0 0	...	...	131 0 0	845 0 0
80	100	7	50	@ 6 Pie.	2,500 0 0	...	...	...	104 14 0
2	116	...	40	...	916 10 8	...	...	1,274 8 9	64 8 6
5	437	...	...	2 A. to 8 As.	6,325 0 0	...	...	...	697 1 8
...	18	...	119	6 Pie to 2 As.	880 0 0	662 0 0	...	55 0 6	132 0 3
...	...	...	...	...	5,500 0 0	...	...	...	...
...	240	...	272	1 A. to 2 Rs.	2,700 0 0	...	...	...	394 11 4
...	...	...	183	2 A. to 8 As.	2,200 0 0	...	...	954 6 0	291 2 0
17	52	8	8	2 A. to 4 As.	880 0 0	...	...	481 1 0	71 0 0
...	...	...	...	...	3,300 0 0	...	...	...	...
78	...	...	68	2 Annas.	1,100 0 0	...	...	...	94 12 0
...	397	...	397	1 A. to 1 Re.	1,100 0 0	1,100 0 0	...	188 0 0	301 2 9
...	221	...	238	2 A. to 6 As.	2,750 0 0	2,222 0 0	...	50 0 0	228 0 0
32	16	4	37	Various.	1,100 0 0	...	...	1,086 8 1½	242 11 9
24	26	...	32	Do.	550 0 0	...	...	612 8 0	237 0 0
40	159	...	22	4 A. to 2 Re.	2,266 0 0	...	...	150 0 0	500 4 0
...	63	...	...	8 Annas.	1,375 0 0	...	...	265 0 0	279 10 3
...	47	...	43	2 A. to 4 As.	275 0 0	...	...	...	106 2 4
67	67	...	61	1 Anna.	1,100 0 0	...	648 0 0	...	96 0 0
140	174	...	...	2 A. to 4 As.	880 0 0	...	...	1,740 0 0	142 9 9
60	97	...	...	4 Annas.	2,850 0 0	2,750 0 0	...	125 11 10	480 1 0
16	...	36	215	1 A. to 1 Re.	1,650 0 0	...	...	1,085 0 0	359 6 0
46	79	140	30	2 A. to 2 Rs.	2,750 0 0	...	...	2,964 10 6	290 2 0
...	...	...	126	...	770 0 0	...	...	795 14 0	18 2 0
50	17	...	35	2 Annas.	880 0 0	...	...	50 0 0	112 15 9
43	133	...	22	1 A. to 4 As.	400 0 0	...	...	871 0 0	75 0 0
22	87	...	70	...	640 0 0	...	...	...	...
...	176	...	...	1 Anna.	1,100 0 0	...	...	1,122 0 0	106 0 0
...	50	...	...	...	550 0 0	...	...	...	...
...	77	...	12	4 Annas.	660 0 0	...	...	...	...
...	45	...	40	1 A. to 8 As.	495 0 0	...	...	...	...

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Mission School (Secundra), Church of England Mission, ...	Agra, ...	1861, ...	...	3,750 0 0	5,400 2 0
Mofid-Am School, ...	Ditto, ...	1858, ...	...	...	2,902 4 0
Generalgunge Mission School, S. P. G., ..	Cawnpore, ...	1862, ...	...	1,920 0 0	3,546 14 3
Christ Church School, S. P. Gospel,	Ditto, ...	1859, ...	660 0 0	3,925 0 0	8,861 0 0
City High School, American Mission,	Furruckabad, ...	1841, ...	370 9 3	2,150 15 9	5,126 7 0
Rekha Mission School, American, ...	Futtehgurh, ...	1847, ...	...	...	2,255 11 11
Six Branch Schools, Municipal Committee, ...	Bareilly, ...	1864 and 1865,...	398 0 0	1,858 13 3	9,278 14 11
Mission School (Chunar), ...	Benares, ...	1820, ...	...	168 7 0	1,897 7 9
High School Diocesan Board of Education,	Allahabad, ...	...		No Returns	received.
Mission (Boys') School, Church of England,	Azmigurh, ...	1840, ...	...	2,323 0 0	5,417 11 4
Ditto London Mission,	Almorah, ...	1850, ...	...	...	3,445 8 0
Mission School, American, ...	Bijnour, ...	1859, ...	...	...	1,432 1 0
Mission Orphan School. S. P. Gospel, ..	Cawnpore, ...	...		No Returns	received.
Mission School, American, ..	Dehra Doon, ...	1851, ...	...	2,128 6 3	3,323 2 3
Mission School, Church of England, ...	Ghazeepore, ...	1850, ...	436 8 0	398 7 3	3,524 2 0
Mission (Boys' and Girl's) School, Church of England,	Goruckpore, ...	1864, ...	18 0 0	...	5,268 0 0
Mission School, Church of England, ...	Muttra, ...	1860, ...	123 7 9	...	2,552 11 7¼
Anglo-Vernacular School, Victoria Branch, ...	Ditto, ...	1865, ...	10 4 0	...	1,409 12 0
Mission School, Church of England, ...	Meerut, ...	1851, ...	...	2,244 0 0	5,160 4 0
Ditto Ditto, ..	Jounpore, ...	1863, ...	...	551 0 0	2,470 10 3
Mission City School, Church of England,	Ditto, ...	1865, ...	...	270 0 0	651 2 4
Mission School, American, ...	Mynpoory, ...	1843, ...	...	...	1,844 0 0
Ditto Ditto, ...	Muradabad, ...	1861, ...	1 2 0	...	2,763 11 9
Subscription School,	Ditto, ...	1863, ...	...	...	6,205 12 10
Mission School, Church of England, ..	Mirzapore, ...	September, 1864,	165 0 0	...	3,259 6 0
Subscription School,	Ditto, ...	1864, ...	...	...	6,004 12 6
Mission School, American, ...	Nainee Tal, ...	1864, ...	40 0 0	...	1,624 0 0
Ditto, Church of England, ..	Roorkee, ...	1856, ...	133 11 0	1,595 0 0	2,771 10 9
Ditto, American, ..	Shahjehanpore,...	1860, ...	...	565 0 0	1,911 0 0
American Mission Orphan School, ...	Ditto, ...	1858, ...	...	1,175 0 0	1,815 0 0
Ditto Ditto, ...	Saharunpore, ...	1837, ...	216 11 3	99 12 9	2,644 8 0
Ditto Orphanage,...	Ditto, ...	1837, ...	...	580 0 0	1,130 0 0
Mission (Boys') School, Church of England, ...	Allahabad, ...	1861, ...	...	...	660 0 0
American Presbyterian Mission (Kuttra) School, ..	Ditto, ...	15th Jany., 1866,	...	495 0 0	990 0 0

DIX D.

General Education for the year 1866-67.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
5,400 2 0	...	5,400 2 0	...	...	19 12 5	6 0 8	
2,508 0 0	233 5 0	2,741 5 0	160 15 0	...	15 9 2	8 12 0	
1,621 0 0	1,920 0 0	3,541 0 0	5 14 3	...	19 10 9	7 15 1	
8,683 0 0	91 0 0	8,774 0 0	87 0 0	...	42 6 2	15 15 1	
4,326 7 0	800 0 0	5,126 7 0	...	...	19 5 4	9 9 10	
2,255 11 11	...	2,255 11 11	...	...	22 13 8	9 4 0	
8,096 4 7	995 7 4	9,091 11 11	187 3 0	...	23 6 5	16 2 2	
1,650 0 0	189 7 3	1,839 7 3	58 0 6	...	10 11 0	5 1 0	
		No Returns received.					
4,691 6 10	542 15 0	5,234 5 10	183 5 6	...	24 6 2	12 2 7	
3,756 14 0	262 15 6	4,019 13 6	...	574 5 6	25 12 3	14 1 7	
1,188 0 0	244 1 0	1,432 1 0	...	...	23 13 10	14 10 7	
		No Returns received.					
3,323 2 3	50 0 0	3,373 2 3	...	50 0 0	23 1 0	7 8 0	
3,486 0 5	472 15 0	3,958 15 5	...	434 13 5	12 13 9	3 14 4	
4,521 0 0	1,641 0 0	6,162 0 0	...	894 0 0	16 6 11	7 5 4	
2,522 4 10½	...	2,522 4 10½	30 6 9	...	34 1 3	14 13 10	
1,165 0 0	223 4 0	1,388 4 0	21 8 0	...	17 12 9	7 0 9	
4,365 2 0	639 8 1	5,004 10 1	155 9 11	...	29 4 3	13 4 0	
1,822 10 11	502 9 3	2,325 4 2	145 6 1	...	39 9 9	23 6 9	
519 4 6	77 12 4	597 0 10	54 1 6	...	14 12 9	6 13 3	
1,748 0 0	96 0 0	1,844 0 0	...	...	9 6 6	5 9 9	
2,921 0 0	72 9 0	2,993 9 0	...	229 13 3	17 13 3	5 3 0	
4,425 4 3	503 1 11	4,928 6 2	1,277 6 8	...	38 8 0	22 4 3	
2,873 13 0	212 7 6	3,086 4 6	173 1 6	...	11 13 11	6 5 6	
5,534 13 6	196 1 6	5,730 15 0	273 13 6	...	22 3 5	10 10 6	
1,323 0 0	301 0 0	1,624 0 0	...	...	14 4 4	7 1 0	
2,574 2 0	150 0 0	2,724 2 0	47 8 9	...	21 12 8	7 0 7	
1,861 0 0	50 0 0	1,911 0 0	...	...	14 5 6	2 15 10	
1,781 2 0	33 14 0	1,815 0 0	...	...	20 13 9	7 5 8	
2,222 0 0	422 8 0	2,644 8 0	...	...	16 6 0	8 0 0	
1,000 0 0	130 0 0	1,130 0 0	...	...	23 12 10	11 8 0	
660 0 0	...	660 0 0	...	...	9 6 11	9 6 11	
990 0 0	...	990 0 0	...	...	6 9 7	3 4 9	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance	No. of Pu language	
			Hindoos	Mahomedans.	Others.	Total.		English.	Arabic
1.	2.	3	4	5.	6	7.	8.	9.	9a
Practising, Model, and Orphan Mission School (Sigra), ...	Benares, ...	1862. ...	105	...	103	208	177	62	...
Anglo-Vernacular School, ...	Badaon, ...	May, 1863, ...	88	42	...	130	114	130	...
Ditto, ...	Bijnour, ..	March, 1863, ...	75	20	...	95	74	95	...
Ditto, ...	Boolundshahr, ...	February, 1863,...	73	10	...	83	72	83	...
Ditto, ...	Moozuffernuggur,	January, 1863, ..	69	11	...	80	64	80	...
Ditto, ...	Saharunpore, ...	February, 1863,...	48	25	..	73	58	73	...
Ditto, ...	Meerut, ...	March, 1865, ...	69	37	...	106	105	106	...
Ditto,	Amroha, ...	February, 1865,...	73	45	...	118	108	118	...
Ditto, ...	Chandowsee, ...	January, 1865, ...	36	8	...	44	35	44	...
Ditto, ...	Secundra Rao, ...	October, 1864, ...	48	7	...	55	41	55	...
Ditto, ...	Hathras, ...	December, 1864,	46	2	...	48	42	48	...
Ditto, ...	Secundrabad, ...	1864, ...	85	...	...	85	75	85	...
Ditto, ...	Khurja, ...	Ditto, ...	37	13	...	50	40	50	...
Ditto, ...	Debaee, ...	Ditto, ...	26	6	...	32	30	32	...
Ditto, ...	Anupshahr, ...	1865, ...	45	4	...	49	41	49	...
Ditto, ...	Atrouli, ...	Ditto, ...	23	1	24	19	24	...	...
Ditto, ...	Barot, ...	1866, ...	50	13	...	63	50	63	...
Ditto, ...	Deobund, ...	Ditto, ...	41	19	...	60	47	60	...
Ditto, ...	Sahaswan, ...	Ditto, ...	20	4	..	24	21	24	...
Ditto, ...	Jalalabad, ...	Ditto, ...	29	4	...	33	23	33	...
Ditto, ...	Pawayan, ...	Ditto, ...	21	1	...	22	15	22	...
Ditto, ...	Dasna, ...	1865, ...	25	35	...	60	50	30	...
Ditto, ...	Hapur, ...	1864, ...	28	22	...	50	48	50	...
Ditto, ...	Pilibheet, ...	1851, ...	85	14	...	99	75	99	...
Ditto, ...	Futtehpore Secri,	13th Octr., 1864,	64	43	...	107	104 13	23	48
Ditto, ...	Tajgunj, .	24th Decr., 1862,	41	10	...	51	46 08	51	...
Ditto, ...	Etmadpore, ...	12th Feby., 1864,	24	1	...	25	25	25	...
Ditto, ...	Ferozabad, ...	8th Decr., 1859,...	37	1	...	38	38	38	...
Ditto, ...	Cawnpore, ...	1st Decr , 1864, ..	51	6	...	57	65 87	57	...
Ditto, ...	Sangawan, ...	7th Augt , 1865, ..	40	...	...	40	38 92	40	...
Ditto, ...	Sachendy, ...	28th Octr., 1865,	20	...	...	20	19·38	20	...
Ditto, ...	Narval, ...	23rd Sept , 1864,	38	...	...	38	38 77	38	...
Ditto, ...	Najafgarh, ...	Ditto, ...	34	2	...	36	31·98	36	...
Ditto, ...	Ghatumpore, ...	Ditto, ...	18	4	...	22	20·33	22	...
Ditto, ...	Bilhour, ...	18th May, 1864, ..	43	1	...	44	39 82	44	...
Ditto, ...	Sheorajpore, ...	1st May, 1865, ...	...	...	...	...	45· 1	...	...
Ditto, ...	Sheoly, ...	1st Sept, 1865, ...	69	1	...	70	69·58	70	...
Ditto, ...	Bithoor, ...	10th April, 1865,	39	...	...	39	34 85	39	...
Ditto, ...	Akbarpore, ...	1st May, 1864, ...	48	3	...	51	48 45	51	...
Ditto, ...	Derapore, ...	26th Novr , 1863,	30	4	...	34	31 89	34	...
Ditto, ...	Khamela, ...	1st Novr., 1866,...	17	...	...	17	16 11	17	...
Ditto, ...	Khanpore, ...	3rd Decr , 1864, ..	31	...	...	31	28 82	31	...
Ditto, ...	Rasulabad, ...	6th Octr , 1866,...	28	1	...	29	27·98	29	...
Ditto, ...	Etah, ...	20th Augt., 1860,	106	7	...	113	122 67	113	...
Ditto, ...	Phapoond, ...	April, 1850,	54	10	...	64	64	64	...
Ditto, ...	Furruckabad, ...	1st Feby , 1864, ...	83	12	...	95	63·82	95	...
Ditto, ...	Futtehgurh, ...	1st Jany , 1866, ...	13	11	..	24	23 72	24	...
Ditto, ...	Behar, ...	1st May, 1866, ...	17	1	...	18	19 89	18	...
Ditto, ...	Kaimgunj, ...	6th May, 1866, ...	26	14	...	40	29 72	40	..
Ditto, ...	Shamsabad, ...	1st May, 1864, ...	28	11	...	39	41	39	...
Ditto, ...	Chabramow, ...	1864, ...	80	1	...	81	85·86	81	...
Ditto, ...	Bishungurh, ...	1st May, 1865, ...	20	1	...	21	16·36	21	...
Ditto, ...	Tirwa, ...	15th Decr , 1864,	24	2	...	26	27·36	26	...
Ditto, ...	Jalalabad, ...	1st Jany , 1864, ..	43	..	...	43	35 63	43	...
Ditto, ...	Hamirpore, ...	30th Jany., 1863,	24	3	...	27	20	27	...
Ditto, ...	Modha, ...	11th Sept , 1866,	12	13	...	25	25	25	...
Ditto, ...	Mahoba, ...	4th Augt , 1866,. .	8	2	...	10	9	10	...
Ditto, ...	Jalaun, ...	8th Augst , 1866,	16	1	...	17	15 25	17	...
Ditto, ...	Kalpi, ...	11th Feby., 1863,	25	2	...	27	25 27	27	...
Ditto, ...	Goor Serai, ...	16th July, 1866,...	19	1	...	20	14	20	...
Ditto, ..	Lalatpore, ...	1st Septr , 1862, ..	63	7	...	70	48	70	...
Ditto, ...	Muthra, ...	17th Jany., 1863,	75	5	...	80	63 71	80	...
Ditto, ..	Bindrabun, ...	19th Jany , 1865,	99	1	...	100	95	100	...

DIX D.

General Education for the year 1866-67.—*(Continued.)*

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

PILS STUDYING IN EACH AT THE CLOSE OF THE YEAR				Monthly rate of Schooling Fees.	RECEIPTS.				
Persian	Urdoo.	Sanskrit.	Hindi (Nagri).		From Government.	Proceeds of Endowment	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9*b*.	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.	15.
				Rs. As P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	82	...	208	...	880 0 0	...	...	1,910 2 0	...
70	130	...	...	2 A. to 4 As	1,180 0 0	...	...	224 14 10	363 14 0
56	39	...	...	2 Annas.	1,150 0 0	...	...	1,133 0 0	123 14 0
21	83	...	...	3 A. to 4 As.	950 8 0	375 0 0	225 8 0	...	214 3 0
80	80	...	...	4 Annas.	644 0 0	...	44 0 0	690 4 0	194 10 6
26	47	...	...	3 A. to 4 As	720 9 0	...	88 9 0	631 8 0	121 12 0
44	62	...	...	4 Annas.	722 0 0	...	...	550 10 4	281 8 6
70	48	...	...	2 A. to 4 As	700 0 0	...	...	...	308 10 1
15	44	...	...	Do.	575 0 0	...	...	...	84 6 6
19	36	...	...	Do.	575 0 0	...	...	660 0 0	130 4 0
31	17	...	...	3 A. to 4 As.	685 0 0	...	...	200 0 0	91 2 0
68	85	...	...	Do.	622 5 9	...	...	415 12 1	84 2 0
13	37	...	...	2 A. to 4 As.	416 0 0	...	...	427 11 1	104 14 0
10	32	...	...	Do.	315 0 0	...	...	392 14 1	70 6 0
49	49	...	...	Do.	384 0 0	...	...	415 0 0	137 9 7
24	...	...	...	3 A to 4 As.	581 0 0	...	...	550 0 0	58 2 0
63	63	...	...	2 A. to 4 As.	285 0 0	...	...	275 0 0	11 2 0
60	60	...	...	3 A. to 4 As.	296 0 9	...	11 0 9	275 0 0	73 8 3
24	...	...	...	2 A. to 4 As.	285 0 0	...	...	...	88 10 0
33	33	...	...	Do.	220 0 0	...	...	315 0 0	17 6 0
8	14	...	...	Do	220 0 0	...	...	244 0 0	38 7 6
...	30	...	...	1 A. to 4 As.	110 0 0	...	..	160 0 0	16 3 0
50	50	...	...	2 A. to 4 As.	220 0 0	...	...	394 0 0	26 13 7
30	91	...	8	1 Anna	50 0 0	...	...	...	54 13 0
48	63	...	72	Different.	769 15 11	564 0 0	...	111 3 9	71 12 0
...	...	...	...	Do.	300 6 0	...	...	...	58 8 0
11	10	...	25	Do	300 6 0	...	...	...	72 12 0
11	15	...	23	Do.	300 6 0	...	...	...	53 13 0
...	57	...	...	Do,	556 9 9	...	330 0 0	...	245 0 0
...	15	...	40	Do	286 12 6	...	165 0 0	...	...
...	...	...	20	Do.	64 12 0	...	77 0 0	35 9 7	12 0 0
...	25	...	38	Do.	223 13 9	...	110 0 0	...	...
...	...	...	36	Do.	171 6 0	...	110 0 0	...	...
...	18	...	4	Do	220 6 0	...	207 0 0	...	15 0 0
..	15	...	37	Do	168 9 9	...	165 0 0	...	84 0 0
...	...	...	...	Do.	30 0 0	...	28 0 0	...	30 0 0
2	4	...	70	Do	159 3 11	...	77 0 0	...	24 0 0
...	9	...	30	Do.	274 13 5	...	55 0 0	54 5 8	46 8 0
12	30	...	51	Do.	264 14 9	...	133 12 0	...	...
5	7	...	30	Do.	556 5 9	...	648 12 0	...	...
...	...	...	17	Do	84 4 0	...	50 0 0	...	...
4	10	...	31	Do.	86 7 8	...	165 0 0	...	...
...	15	...	18	Do.	91 15 3	...	349 5 0	...	...
...	...	...	...	Do.	1,276 4 5	...	776 4 6	259 8 5	159 10 0
30	20	...	20	Do.	260 4 6	...	178 8 0	...	169 11 0
...	...	...	...	Do.	553 13 6	...	55 0 0	55 0 0	...
...	...	...	...	Do	45 0 0	...	77 0 0	...	19 10 0
...	...	...	...	Do	175 5 0	...	110 0 0	...	...
...	...	...	...	Do.	172 6 7	...	162 1 7	...	64 8 0
...	...	...	...	Do	166 13 6	...	167 0 0	21 0 0	99 12 0
...	...	...	...	Do.	316 7 6	...	165 0 0	83 14 9	164 8 0
...	...	...	...	Do.	158 5 0	...	60 0 0	...	2 0 0
...	...	...	...	Do.	167 11 6	...	275 0 0	...	9 12 0
...	...	...	...	Do.	166 9 6	...	110 0 0	...	43 15 0
...	10	...	17	Do.	586 12 6	...	...	...	56 4 0
11	11	...	14	Do.	202 3 6	...	...	133 5 4	27 12 0
...	...	...	8	Do.	197 9 3	...	...	185 0 0	10 0 0
...	17	...	..	Do.	205 8 8	...	...	...	27 12 0
...	26	...	...	Do	565 12 6	...	...	...	70 0 0
...	...	...	...	Do.	213 10 11	...	128 7 4	...	...
...	...	...	...	Do.	280 11 6	...	209 10 0	...	14 4 0
...	80	...	80	Do	769 1 6	...	...	...	257 5 0
...	31	...	30	Do.	2,319 9 0	...	...	...	142 14 0

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—(*Continued.*) Sale of Books.	Other sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Practising model, and Orphan Mission School (Sigra), ...	Benares, ...	1862, ...	...	...	2,790 2 0
Anglo-Vernacular School, ...	Badaon, ...	May, 1863, ...	...	1,100 0 0	2,868 12 10
Ditto, ...	Bijnour, ...	March, 1863, ...	...	99 0 0	2,505 14 0
Ditto, ...	Boolundshahr, ...	February, 1863,...	...	...	1,765 3 0
Ditto, ...	Moozuffernuggur,	January, 1863, ...	...	...	1,572 14 6
Ditto, ...	Saharunpore, ...	February, 1863,...	...	...	1,562 6 0
Ditto, ...	Meerut, ...	March, 1865, ...	...	...	1,654 2 10
Ditto, ...	Amroha, ...	February, 1865,...	...	713 1 0	1,721 11 1
Ditto, ...	Chandowsee, ...	January, 1865, ...	...	550 0 0	1,209 6 6
Ditto, ...	Secundra Rao, ...	October, 1864, ...	...	...	1,365 4 0
Ditto, ...	Hathras, ...	December, 1864,	...	75 0 0	1,051 2 0
Ditto, ...	Secundrabad, ...	1864, ...	...	...	1,122 3 10
Ditto, ...	Khurja, ...	Ditto, ...	...	...	948 9 0
Ditto, ...	Debaee, ...	Ditto, ...	...	...	778 4 1
Ditto, ...	Anupshahr, ...	1865, ...	...	...	936 9 7
Ditto, ...	Atrouli, ...	Ditto,	...	...	1,189 2 0
Ditto, ...	Barot, ...	1866, ...	...	...	571 2 0
Ditto, ...	Deobund, ...	Ditto, ...	...	...	655 9 9
Ditto, ...	Sahaswan, ...	Ditto, ...	...	275 0 0	648 10 0
Ditto' ...	Jalalabad, ...	Ditto, ...	...	...	552 6 0
Ditto, ...	Pawayan, ...	Ditto, ...	...	...	502 7 6
Ditto, ...	Dasna, ...	1865, ...	...	...	286 3 0
Ditto, ...	Hapur, ...	1864, ...	...	...	640 13 7
Ditto, ...	Pilibheet, ...	1851, ...	...	2,838 14 0	2,943 11 0
Ditto, ...	Futtehpore Secri,	13th Oct., 1864,...	...	...	1,516 15 8
Ditto, ...	Tajgung, ...	24th Decr , 1862,	...	...	358 14 0
Ditto, ...	Etmadpore, ...	12th Feby., 1864,	...	...	373 2 0
Ditto, ...	Ferozabad, ...	8th Decr., 1859,...	...	...	354 3 0
Ditto, ...	Cawnpore, ...	1st Decr., 1864,...	...	...	1,131 9 9
Ditto, ...	Sangawan, ...	7th Augt., 1865, ..	...	...	451 12 6
Ditto, ...	Sachendy, ...	28th Octr., 1865,	...	...	189 5 7
Ditto, ...	Narval, ...	23rd Sept., 1864,	...	...	333 13 9
Ditto, ...	Najafgarh, ...	Ditto, ...	...	...	281 6 0
Ditto, ...	Ghatumpore, ...	Ditto, ...	...	...	442 6 0
Ditto, ...	Bilhour, ...	18th May, 1864,...	...	...	417 9 9
Ditto, ...	Sheorajpore, ...	1st May, 1865, ...	...	...	88 0 0
Ditto, ...	Sheoly, ...	1st Sept , 1865, ...	...	...	260 3 11
Ditto, ...	Bithoor, ...	10th April, 1865,	...	...	430 11 1
Ditto, ...	Akbarpore, ...	1st May, 1864, ...	...	...	398 10 9
Ditto, ...	Derapore, ...	26th Novr., 1863,	...	...	1,205 1 9
Ditto, ...	Khamela, ...	1st Novr., 1866,...	...	...	134 4 0
Ditto, ...	Khanpore, ...	3rd Decr., 1864,...	...	...	251 7 8
Ditto, ...	Rasulabad, ...	6th Octr., 1866,...	...	...	441 4 3
Ditto, ...	Etah, ...	20th Augt., 1860	...	...	2,471 6 4
Ditto, ...	Phapoond, ...	April, 1850,	...	...	608 7 6
Ditto, ...	Furruckabad, ...	1st Feby., 1864,...	...	...	663 13 6
Ditto, ...	Futtehgurh, ...	1st Jany., 1866,...	...	...	141 10 0
Ditto, ...	Behar, ...	1st May, 1866, ...	...	...	285 5 0
Ditto, ...	Kaimgung, ...	6th May, 1866, ...	...	...	399 0 2
Ditto, ...	Shamsabad, ...	1st May, 1864, ...	...	...	454 9 6
Ditto, ...	Chabramow, ...	1864, ...	...	...	729 14 3
Ditto, ...	Bishungurh, ...	1st May, 1865, ...	...	...	220 5 0
Ditto, ...	Tirwa, ...	15th Decr., 1864,	...	...	452 7 6
Ditto, ...	Jalalabad, ...	1st Jany., 1864,...	...	...	320 8 6
Ditto, ...	Hamirpore, ...	30th Jany., 1863,	...	...	643 0 6
Ditto, ...	Modha, ...	11th Sept., 1866,	...	...	363 4 10
Ditto, ...	Mahoba, ...	4th Augt., 1866,...	...	...	365 10 3
Ditto, ...	Jaloun, ...	8th Augt., 1866,	...	...	233 4 8
Ditto, ...	Kalpi, ...	11th, Feby., 1863,	...	...	635 12 6
Ditto, ...	Goor Serai, ...	16th July, 1866,...	...	...	342 2 3
Ditto, ...	Lalatpore, ...	1st Septr., 1862,...	...	...	504 9 6
Ditto, ...	Muthra, ...	17th Jany., 1863,	...	...	1,026 6 6
Ditto, ...	Bindraban, ...	19th Jany., 1865,	...	...	2,462 7 0

DIX D.

General Education for the year 1866-67.—*(Continued.)*

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As P	Rs. As. P.	Rs. As. P.	Rs As. P.	
2,790 2 0	...	2,790 2 0	...	...	15 12 2	4 15 11	
2,321 10 9	626 9 8	2,948 4 5	...	79 7 7	25 13 9	10 5 7	
2,045 9 6	339 5 0	2,384 14 6	120 15 6	...	32 3 8	15 8 8	
1,375 0 0	305 2 8	1,680 2 8	85 0 4	...	23 5 4	13 3 2	
1,083 0 0	429 13 0	1,512 13 0	60 1 6	...	23 10 2	10 1 0	
1,005 14 11	209 2 6	1,215 1 5	347 4 7	...	20 15 2	12 6 9	
1,396 0 5	345 13 4	1,741 13 9	...	87 10 11	16 9 5	6 14 0	
1,567 1 0	182 2 1	1,749 3 1	...	27 8 0	16 3 2	6 7 8	
1,143 2 0	54 3 6	1,197 5 6	12 1 0	...	34 3 4	16 6 10	
1,012 0 0	97 13 0	1,109 13 0	255 7 0	...	27 1 1	14 0 5	
924 0 0	117 10 9	1,041 10 9	9 7 3	...	24 12 10	16 6 6	
1,038 2 10	119 10 11	1,157 13 9	...	35 9 11	15 7 0	8 4 9	
883 11 0	61 12 11	945 7 11	3 1 1	...	23 10 2	10 6 4	
707 14 1	90 2 9	798 0 10	...	19 12 9	26 9 8	10 8 0	
829 0 0	102 12 0	931 12 0	4 13 7	...	22 11 7	9 5 10	
636 14 11	73 6 0	710 4 11	478 13 1	...	37 6 1	30 9 7	
432 1 0	20 2 0	452 3 0	118 15 0	...	9 0 8	5 11 2	
547 14 4	50 4 0	598 2 4	57 7 5	...	12 11 7	6 4 9	
533 0 0	21 0 0	554 0 0	94 10 0	...	26 6 1	13 9 2	
524 10 10	25 10 0	550 4 10	2 1 2	...	24 5 9	10 0 0	
457 3 2	34 7 10	491 11 0	10 12 6	...	32 11 9	14 10 8	
217 9 10	24 9 0	242 2 10	44 0 2	...	5 8 0	2 6 5	
599 0 0	41 5 4	640 5 4	0 8 3	...	13 10 5	4 4 4	
2,596 0 0	310 0 0	2,906 0 0	37 11 0	...	38 11 10	0 10 8	
1,314 3 5	202 12 3	1,516 15 8	...	...	14 9 2	7 6 3	
300 0 0	58 14 0	358 14 0	...	...	7 12 7	6 8 4	
300 0 0	73 2 0	373 2 0	...	...	14 14 10	12 0 3	
300 0 0	54 3 0	354 3 0	...	...	9 5 2	7 14 7	
550 0 0	238 6 2	788 6 2	343 3 7	...	11 15 5	8 7 2	
440 0 0	11 12 6	451 12 6	...	...	11 9 9	7 5 11	
174 1 7	15 4 0	189 5 7	...	...	9 12 4	3 5 5	
330 0 0	3 13 9	333 13 9	...	...	8 9 9	5 12 5	
275 0 0	6 6 0	281 6 0	...	...	8 12 9	5 10 9	
385 0 0	15 6 0	400 6 0	42 0 0	...	19 11 1	11 0 1	
330 0 0	87 9 9	417 9 9	...	...	10 7 10	4 3 9	
58 0 0	30 0 0	88 0 0	...	...	1 15 3	0 10 8	
234 4 2	25 15 9	260 3 11	...	...	3 11 10	2 4 7	
381 2 1	49 9 0	430 11 1	...	...	12 5 9	7 14 2	
391 13 0	6 13 9	398 10 9	...	...	8 3 8	17 6 4	
550 0 0	6 5 9	556 5 9	648 12 0	...	17 6 4	17 6 4	
125 0 0	9 4 0	134 4 0	...	...	8 5 5	5 3 9	
246 4 8	5 3 0	251 7 8	...	...	8 6 11	2 14 5	
137 9 3	4 6 0	141 15 3	299 5 0	...	5 1 2	3 4 7	
606 15 4	1,864 7 0	2,471 6 4	...	...	20 2 4	10 6 5	
165 0 0	443 7 6	608 7 6	...	...	9 9 4	4 1 4	
660 0 0	3 13 6	663 13 6	...	...	10 6 5	8 10 10	
112 1 0	29 9 0	141 10 0	...	...	6 2 6	1 15 3	
275 0 0	10 5 0	285 5 0	...	...	14 5 6	8 13 0	
324 3 2	74 13 0	399 0 2	...	...	13 6 9	5 12 10	
351 0 0	103 9 6	454 9 6	...	...	11 1 2	4 1 1	
523 14 9	205 15 6	729 14 3	...	...	8 8 0	3 10 11	
208 0 0	12 5 0	220 5 0	...	...	13 7 6	9 10 10	
439 0 0	13 7 6	452 7 6	...	...	16 8 7	6 2 1	
274 12 0	45 12 6	320 8 6	...	...	8 15 11	4 10 9	
550 0 0	93 0 6	643 0 6	...	...	32 2 5	29 5 5	
333 5 4	29 15 6	363 4 10	...	...	14 8 6	8 12 11	
355 10 3	10 0 0	365 10 3	...	...	40 10 0	21 15 3	
194 5 8	38 15 0	233 4 8	..	...	15 4 9	13 7 8	
550 0 0	85 12 6	635 12 6	...	...	25 2 7	22 6 3	
340 10 3	1 8 0	342 2 3	...	...	24 7 0	15 4 3	
375 0 0	47 8 0	422 8 0	82 1 6	...	8 12 10	5 13 7	
744 0 0	282 6 6	1,026 6 6	...	...	16 1 9	12 1 4	
304 0 0	2,158 7 0	2,462 7 0	...	...	25 14 8	24 6 8	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end on the year.				Average Daily Attendance.	No of Pu language.	
			Hindoos.	Mahomedans.	Others.	Total.		English	Arabic.
1.	2.	3.	4.	5	6	7.	8.	9.	9*a*
Anglo-Vernacular School, ...	Mynpoory, ...	28th June, 1864,...	147	8	...	155	159 22	155	...
Ditto, ...	Bhongaon, ...	August, 1866,	26	6	...	32	32	32	...
Ditto, ...	Shekohabad, ...	28th March, 1864,	21	1	...	22	20·75	22	...
Ditto, ...	Cannington, ...	Ditto, ...	247	123	...	370	289 74	370	...
Ditto, ...	Phulpore, ...	28th March, 1862,	42	60	...	102	79 65	60	2
Ditto, ...	Karchhana, ...	July, 1864,...	40	12	...	52	42 41	52	...
Ditto, ...	Kara, ...	October, 1864, ...	22	58	...	80	70 26	70	5
Ditto, ...	Handia, ...	Ditto, ...	35	22	1	57	49 44	57	2
Ditto, ...	Futtehpore, ...	28th March 1864,	112	53	...	166	99 59	113	...
Ditto, ...	Haswa. ...	Ditto, ...	24	20	...	44	36 41	44	...
Ditto, ...	Hathgaon, ...	...	52	20	...	72	66 55	72	...
Ditto, ...	Baddan Mow, ...	28th March, 1864,	5	30	...	35	35 65	35	..
Ditto, ...	Kote, ...	...	2	63	...	65	51 26	65	...
Ditto, ..	Kewutmai, ...	...	30	5	...	35	23 28	35	...
Ditto, ...	Dhatta, ...	...	26	4	...	30	21 57	30	...
Ditto, ...	Kora Jahanabad,	28th March, 1864,	54	36	...	90	73 72	90	...
Ditto, ...	Ballia, ...	16th Novr., 1862,	80	20	...	100	76 45	80	...
Ditto, ...	Gola Bazaar, ...	...	102	2	...	104	57 65	104	1
Ditto, ...	Rooderpar, ...	...	80	2	...	82	61 95	31	...
Ditto, ...	Adalpoora, ...	...	77	13	...	90	69 11	90	...
Ditto, ...	Shekhur, ...	...	75	15	...	90	65·19	90	...
Ditto, ...	Baretha, ...	...	59	1	...	60	48 01	60	...
Ditto, ...	Sikanderpore, ...	...	64	8	..	72	55 09	72	...
Ditto, ...	Kuchhoa, ...	...	64	6	..	70	61 64	70	..
Ditto, ...	Bijaipore, ...	...	54	14	...	68	61 45	52	...
Branch School (Belungunge), Victoria College, ...	Agra, ...	1864,	78	8	...	86	78	70	...
Ditto (Gokulpora), College, ...	Ditto, ...	Ditto,	51	11	...	62	55	59	...
Ditto, Cantonment, College, ...	Ditto, ...	1855,	68	15	...	83	70	68	...
Benggli Tola Preparatory School, ...	Benares, ...	1856,	161	1	...	162	103	142	...
Parish School, Church of England, ...	Allahabad, ...	May, 1860, ..	1	5	70	76	72	76	..
Cowiegunj Mission School, Ditto, ...	Bareilly, ...	1860, ...	...	...	34	34	31	15	...
American City Mission School,	Ditto, ...	1864, ..	70	24	1	95	72	95	...
Ditto Mission School (Kant), ...	Muradabad, ...	1865, ...	111	14	..	125	106	31	...
Ditto ditto (Babukhera), ...	Ditto, ...	Ditto, ..	81	26	29	136	119	21	..
Ditto ditto (Sambhal),	Ditto, ...	1864, ...	138	157	4	299	230	87	...
American Mission School, ...	Najibabad, ...	1859, ...	54	8	...	62	52	41	...
Ditto ditto, ...	Nagina, ...	1864, ...	23	27	...	50	41	45	...
Chowdhri Umrao Singh's School, ..	Sherekote, .	1865,	17	3	...	20	16	20	...
Raja Partap Singh's School, ...	Tajpore, ...	1863, ...	26	8	...	34	31	34	...
Ditto Sheoraj Singh's School (Kashipore),	Moradabad, ..	1865, ...	20	6	...	26	20	26	...
Hurmat Khan's School (Pindrawal), ...	Bulandshahr, ...	Ditto, ...	7	9	...	16	14	16	..
Maharaja of Benares' School (Gyanpur),	Mirzapore, ...	1864, .	80	1	.	81	50	54	..
Ditto (Bhadrouli), ...	Ditto, ...	1854, ...	18	16	...	34	32 48	...	...
Umrat Singh's Vernacular School, ...	Ajmere, ..	1865, ...	41	...	..	41	41	...	...
Mr. Whitall's School (Mitheberi), ...	Dehra Doon, ...	Ditto, ...	25	...	...	25	15	...	...
Major Rind's School, Church of England Mission, ...	Ditto, ...	Ditto, ...	...	2	63	65	56	...	...

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

PUPILS STUDYING IN EACH AT THE CLOSE OF THE YEAR				Monthly rate of Schooling Fees.	RECEIPTS.				
Persian.	Urdoo.	Sanskrit.	Hindi (Nagri).		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9b.	9c.	9d.	9e.	10.	11.	12.	13.	14.	15.
				Rs. As. P	Rs. As. P.	Rs. As P.	Rs As. P.	Rs. As. P	Rs. As. P.
...	...	...	...	Different.	595 10 4	...	...	258 10 8	129 15 0
...	...	...	...	Ditto	126 8 8	...	...	...	5 12 0
...	...	...	...	Ditto.	185 13 4	...	...	55 0 0	37 1 0
45	370	...	20	1 A. to 1 Re.	1624 12 1	1,320 0 0	...	...	839 15 5
60	60	...	42	2 Annas	451 15 0	...	300 0 0	...	151 2 0
25	52	...	15	...	224 6 0	...	300 0 0	...	...
80	80	...	24	2 Annas.	522 4 0	...	435 8 1	...	120 14 0
26	42	...	17	Ditto.	430 0 0	...	300 0 0	...	82 6 0
45	113	...	28	1 A. to 2 As	570 0 0	...	...	580 0 0	192 8 0
25	44	...	...	Ditto.	298 10 6	...	...	185 0 0	55 8 0
25	72	...	...	Ditto.	376 6 6	...	...	369 0 0	99 0 0
15	35	...	...	Ditto.	168 6 6	...	...	595 0 0	44 4 0
35	65	...	...	Ditto.	161 1 6	...	...	271 0 0	66 6 0
10	35	...	...	Ditto.	154 6 6	...	...	250 0 0	44 8 0
8	30	...	...	Ditto.	151 6 6	...	...	199 0 0	41 4 0
30	90	...	30	Ditto.	336 6 0	...	...	1,155 0 0	77 7 0
...	20	...	...	Ditto.	424 0 0	360 0 0	...	277 0 0	27 4 0
8	28	...	76	1 Anna.	187 11 0	...	...	...	5 10 0
20	20	...	44	1½ As. to 2 As.	99 0 0	...	186 0 0	25 0 0	9 1 0
...	25	...	25	2 Annas.	220 0 0	...	...	230 0 0	65 0 0
...	...	...	40	Ditto.	220 0 0	...	...	223 0 0	65 0 0
...	...	...	35	Ditto.	165 0 0	...	...	165 0 0	40 0 0
...	25	...	42	Ditto	165 0 0	...	...	165 0 0	50 0 0
...	32	...	60	Ditto	220 0 0	...	...	220 0 0	49 0 0
...	20	...	42	Ditto.	220 0 0	...	...	220 0 0	39 0 0
10	15	...	19	Various rates.	330 0 0	...	...	185 0 0	195 8 0
7	23	...	32	Ditto.	330 0 0	...	...	248 0 0	130 4 0
9	46	...	28	Ditto.	550 0 0	...	...	425 0 0	198 8 0
...	72	121	...	1 A. to 8 As.	795 0 0	...	...	559 0 0	355 8 0
...	76	...	...	3 Annas.	550 0 0	...	...	146 0 0	145 14 0
...	34	...	...	...	330 0 0	...	...	440 0 0	...
17	73	...	15	1 Anna.	825 0 0	...	...	220 0 0	35 5 6
17	35	...	107	1 A. to 4 As.	330 0 0	...	...	275 0 0	83 1 0
14	71	...	87	1 A. to 2 As.	330 0 0	...	...	440 0 0	24 0 0
146	73	...	62	1 A. to 3 As	880 0 0	...	...	1,351 0 0	46 10 0
17	37	2	6	4 As to 2 Rs	550 0 0	...	...	483 10 8	160 0 0
50	50	...	...	1 A. to 8 As	330 0 0	...	...	135 15 0	82 10 0
20	20	...	...	2 Annas.	220 0 0	...	...	220 0 0	23 5 0
21	34	...	18	...	220 0 0	...	...	220 0 0	3 4 0
...	26	...	...	2 As to 4 As	220 0 0	..	...	220 0 0	50 4 0
...	16	...	..	Ditto	220 0 0	..	...	110 0 0	24 3 0
...	43	22	8	1 A. to 1 Re.	550 0 0	...	...	550 0 0	111 0 0
...	18	...	16	2 Annas.	220 0 0	...	...	149 0 0	12 0 0
...	...	..	41	...	154 0 0	...	...	...	48 0 0
1	2	...	22	1 A. to 2 As	66 0 0	...	...	22 0 0	...
..	65	...	8	1 Anna.	550 0 0	...	...	...	7 15 9

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—(*Continued*) Sale of Books.	Other sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As. P.	Rs. As. P.	Rs. As. P.
Anglo-Vernacular School, ...	Mynpoory, ...	28th June, 1864,...	...	...	984 4 0
Ditto, ...	Bhongaon, ...	August, 1866,	...	...	132 4 8
Ditto, ...	Shekohabad, ...	28th March, 1864,	...	...	277 14 4
Ditto, ...	Canington, ...	Ditto, ...	...	286 11 6	4,071 7 0
Ditto, ...	Phulpore, ...	28th March, 1862,	...	246 0 0	1,149 1 0
Ditto, ...	Karchhana, ...	July, 1864,...	...	31 12 6	556 2 6
Ditto, ...	Kara, ...	October, 1864,...	...	...	1,078 10 1
Ditto, ...	Handia, ...	Ditto, ...	...	15 0 0	827 6 0
Ditto, ...	Futtehpore, ...	28th March, 1864,	...	...	1,342 8 0
Ditto, ...	Haswa, ...	Ditto, ...	...	...	539 2 6
Ditto, ...	Hathgaon, ...	...	...	...	844 6 6
Ditto, ...	Baddan Mow, ...	28th March, 1864,	...	...	807 10 6
Ditto, ...	Kote, ...	...	...	...	498 7 6
Ditto, ...	Kewutmai, ...	...	...	...	448 14 6
Ditto, ...	Dhatta, ...	...	...	...	391 10 6
Ditto, ...	Kora Jahanabad,	28th March, 1864,	...	...	1,568 13 0
Ditto, ...	Ballia, ...	19th Novr., 1862,	...	...	1,088 4 0
Ditto, ...	Gola Bazaar, ...	...	...	...	193 5 0
Ditto, ...	Roodurpar, ...	...	...	...	319 1 0
Ditto, ...	Adalpoora, ...	...	...	...	515 0 0
Ditto, ...	Shekhur, ...	...	...	...	508 0 0
Ditto, ...	Baretha, ...	...	...	...	370 0 0
Ditto, ...	Sikandarpore, ...	...	...	...	380 0 0
Ditto, ...	Kuchhoa, ...	...	...	...	489 0 0
Ditto, ...	Bijaipore, ...	...	...	...	479 0 0
Branch School (Belungunge), Victoria College, ...	Agra, ...	1864, ...	...	...	710 8 0
Ditto (Gokulpoora) College, ...	Ditto, ...	Ditto, ...	...	...	708 4 0
Ditto Cantonment College, ...	Ditto, ...	1865, ...	...	...	1,173 8 0
Bengali Tola Preparatory School, ...	Benares, ...	1856, ...	...	102 0 0	1,811 8 0
Parish School, Church of England, ...	Allahabad, ...	May, 1860, ...	57 6 3	360 0 0	1,259 4 3
Cowiegunj Mission School, Ditto, ...	Bareilly, ...	1860, ...	...	...	770 0 0
American City Mission School, ...	Ditto, ...	1864, ...	28 7 7	717 1 2	1,825 14 3
Ditto Mission School (Kant), ...	Muradabad, ...	1865, ...	36 0 0	...	724 1 0
Ditto ditto (Babukhera), ...	Ditto, ...	Ditto, ...	...	...	794 0 0
Ditto ditto (Sambhal),	Ditto, ...	1864, ...	44 8 0	...	2,322 2 0
American Mission School, ...	Najibabad, ...	1869, ...	...	...	1,193 10 8
Ditto ditto, ...	Nagina, ...	1864, ...	...	...	548 9 0
Chowdri Umrao Singh's School, ...	Sherekote, ...	1865, ...	...	...	463 5 0
Raja Partap Singh's School, ...	Tajpore, ...	1863, ...	...	...	443 4 0
Ditto Sheoraj Singh's School (Kashipore),	Muradabad, ...	1865, ...	...	...	490 4 0
Hurmat Khan's School (Pindrawal), ...	Bulandshahr, ...	Ditto, ...	...	...	354 3 0
Maharaja of Benares' School (Gyanpur),...	Mirzapore, ...	1864, ...	20 0 0	...	1,231 0 0
Ditto (Bhadrouli), ...	Ditto, ...	1854, ...	...	...	381 0 0
Umrat Singh's Vernacular School, ...	Ajmere, ...	1865, ...	...	...	202 0 0
Dr. Whitall's School (Mitheberi), ...	Dehra Doon, ...	Ditto, ...	...	...	88 0 0
Major Rind's School, Church of England Mission, ...	Ditto, ...	Ditto, ...	...	...	557 15 9

DIX D.

General Education for the year 1866-67.—(Continued).

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
808 10 8	175 9 4	984 4 0	...	...	6 2 10	3 11 9	
105 11 4	26 9 4	132 4 8	...	...	4 2 1	3 15 6	
220 0 0	57 14 4	277 14 4	...	...	13 6 3	8 14 7	
2,644 12 1	1,426 10 11	4,071 7 0	...	...	14 1 4	4 9 2	
710 0 0	414 1 0	1,124 1 0	25 0 0	...	14 1 10	5 10 9	
440 0 0	36 2 6	476 2 6	80 0 0	...	11 3 8	5 4 8	
473 0 0	170 2 0	643 2 0	435 8 1	...	9 2 5	7 6 11	
609 0 0	148 6 0	757 6 0	70 0 0	...	15 5 0	8 11 2	
1,100 0 0	242 8 0	1,342 8 0	...	...	13 7 8	5 11 7	
440 0 0	99 2 6	539 2 6	...	...	14 12 9	8 3 3	
443 0 0	244 6 6	687 6 6	157 0 0	...	10 5 3	5 10 6	
300 0 0	242 10 6	542 10 6	265 0 0	...	15 3 7	4 12 4	
270 0 0	228 7 6	498 7 6	...	...	7 11 9	6 2 3	
270 0 0	178 14 6	448 14 6	...	...	19 4 6	6 9 10	
270 0 0	121 10 6	391 10 6	...	...	18 1 6	7 0 0	
1,334 0 0	73 13 0	1,407 13 0	161 0 0	...	19 1 7	4 9 1	
608 0 0	480 4 0	1,088 4 0	...	...	10 14 1	4 3 10	
333 6 0	75 0 0	408 6 0	...	215 1 0	7 1 3	3 4 2	
175 0 0	38 1 0	213 1 0	106 0 0	...	3 7 1	1 7 0	
450 0 0	65 0 0	515 0 0	...	...	7 7 3	3 2 10	
443 0 0	65 0 0	508 0 0	...	...	7 13 10	3 6 0	
330 0 0	40 0 0	370 0 0	...	...	7 11 4	3 7 0	
330 0 0	50 0 0	380 0 0	...	...	6 14 4	2 15 11	
440 0 0	49 0 0	489 0 0	...	...	7 14 11	3 9 1	
440 0 0	39 0 0	479 0 0	...	...	7 13 0	3 9 1	
584 0 0	118 8 0	702 8 0	8 0 0	...	9 0 1	4 3 8	
590 0 0	113 8 0	703 8 0	4 12 0	...	12 12 8	6 0 0	
970 0 0	195 4 0	1,165 4 0	8 4 0	...	16 10 4	7 13 8	
1,513 9 0	328 12 0	1,842 5 0	...	30 13 0	17 14 0	7 10 6	
1,181 14 6	127 8 3	1,309 6 9	...	50 2 6	18 3 0	7 10 2	
770 0 0	...	770 0 0	...	...	24 11 0	10 9 0	
1,650 14 3	175 0 0	1,825 14 3	...	...	25 6 4	11 7 3	
680 6 0	38 0 0	718 6 0	5 11 0	...	6 12 0	3 2 8	
770 0 0	24 0 0	794 0 0	...	...	5 13 0	2 8 0	
2,016 14 0	284 13 6	2,301 11 6	20 6 6	...	7 11 2	2 8 0	
1,045 0 0	148 10 8	1,193 10 8	...	...	19 4 0	8 13 11	
528 0 0	20 9 0	548 9 0	...	...	10 15 8	6 9 7	
422 0 0	35 12 9	457 12 9	5 8 3	...	29 3 9	14 6 0	
427 6 8	12 15 3	440 5 11	2 14 1	...	14 7 5	7 6 8	
403 0 0	7 12 0	410 12 0	79 8 0	...	20 8 6	11 0 0	
319 0 0	17 7 0	336 7 0	17 12 0	...	28 0 6	15 13 3	
1,168 14 0	55 0 0	1,223 14 0	7 2 0	...	24 3 8	10 14 3	
335 8 0	7 8 0	343 0 0	38 0 0	...	10 9 0	6 12 4	
202 0 0	...	202 0 0	...	...	4 14 10	3 12 1	
88 0 0	...	88 0 0	...	...	3 8 3	2 10 2	
472 12 8	64 12 0	537 8 8	20 [illegible] 1	...	9 12 9	9 9 5	

APPEN

TABLE No. 5.—*Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end on the year.				Average Daily Attendance.	No. of Pu language	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9*a*
American Mission School (Rajpur), ...	Dehra Doon, ...	1864, ...	61	12	9	82	35	82	...
Ditto ditto, ...	Budaon, ...	1860, ...	44	69	3	116	100	35	4
Mission School (Kankar Khera), Church of England Mission,	Meerut, ...	1858, ...	...	...	16	16	15	...	...
Ditto (Ikla), Church of England Mission,	Ditto, ...	1862, ...	...	...	16	16	14	...	...
Ditto (Zafrabad), Church of England Mission, ...	Jounpore, ...	1864, ...	40	16	...	56	43·87	5	4
Four American Mission Schools, ...	Muradabad, ...	1865, ...	79	28	...	107	90	14	...
Four American Mission Vernacular Schools, ...	Budaon, ...	Ditto, ...	71	1	...	72	56	...	...
Subscription School, ..	Sherekote, ...	1860, ...	34	40	...	74	61	...	...
Ditto, ...	Rehur, ...	...	28	39	...	67	53	...	...
Ditto, ...	(Gurhi) Dhampore, ...	1865, ...	30	25	...	55	44	...	...
Ditto, ...	Kiratpore, ...	...	18	14	...	32	16	...	...
Ditto, ...	Surjan Nagar, ...	1860, ...	40	2	...	42	33	...	...
Ditto, ...	Tajpore, ...	1863, ...	80	13	...	93	76	...	...
Ditto, ...	Purayni, ...	...	34	8	...	42	34	...	...
Ditto, ...	Sheregurh, ... / Jatpura, ... / Chandpore, ...	...	43	4	...	47	31	...	...
Ditto, ...	Khagarpore, ...	...	27	...	...	27	23	...	...
Ditto, ...	Bisalpore, ...	1866, ...	60	12	...	72	46	51	...
Ditto, ...	Modha, ...	11th Septr., 1866,	12	13	...	25	25	25	...
Canning Protestant Girls' School, ...	Agra, ...		No Returns received.						
St. Joseph's Female Orphanage, ...	Ditto, ...	1861, ...	...	...	153	153	153	80	...
Girls' Schools, Satt Sabha, ...	Ditto, ...	Different dates, ...	959	...	...	959	797	...	...
Mission Female Schools, American,	Etawah District,	...	224	...	...	224	224	...	...
Mission Girls' School, American, ...	Dehra Doon, ...	1859, ...	...	...	32	32	32	32	...
Methodist Orphan Girls' School, American Mission, ...	Bareilly, ...	Ditto, ...	...	...	127	127	125	50	...
Female Schools by Municipal Committee,	Budaon, ...	1865, ...	118	...	...	118	86	...	...
Babu Kali Charan's Girls' School (Ingliagunj), ...	Bareilly, ...	1866, ...	...	21	...	21	20	...	7
Native Girls' School, Church of England,	Meerut, ...	1856, ...	...	...	18	18	18	...	...
Four Female Mission Schools, ...	Muradabad, ...	1860-1866, ...	12	35	20	67	56	3	...
FemaleMission School, American, ...	Saharunpore, ...	1865, ...	...	20	...	20	16	...	...
Mission Girls' School,	Allahabad, ...	1863, ...	9	24	...	33	28	...	...
Mission Female School,	Benares, ...	1850, ...	180	...	...	180	150	...	...
Mission Girls' School,	Azimgurh, ...	1864, ...	36	30	2	68	46·83	...	...
Ditto, ...	Mirzapore, ...	1852, ...	57	35	35	127	105	8	...
	Grand Total, ...		12,164	2,914	1531	16,609	13,769·88	10,386	115

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Pils studying in each at the close of the year.				Monthly rate of Schooling Fees.	Receipts.				
Persian.	Urdoo.	Sanskrit.	Hindi (Nagri).		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
9*b*	9*c*.	9*d*.	9*e*.	10.	11.	12.	13.	14.	15.
					Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As P.	Rs As. P.
40	21	...	21	1 Anna.	550 0 0	...	...	...	6 1 6
94	116	...	...	1 A. to 2 As.	550 0 0	...	...	174 0 0	49 15 0
...	15	...	16	Ditto.	99 0 0	...	...	46 10 9	...
...	4	...	...	Ditto.	55 0 0	...	...	...	...
...	43	...	13	2 As. to 4 As.	275 0 0	...	...	...	78 12 0
25	83	...	41	1 A. to 2 As.	330 0 0	...	...	370 0 0	...
3	52	...	26	½ A. to 1 A.	165 0 0	...	...	37 0 0	13 0 0
28	74	...	...	1 A. to 2 As.	238 0 0	...	...	220 0 0	28 9 0
26	45	...	30	Ditto.	125 0 0	...	...	110 0 0	32 0 0
21	55	...	...	Ditto.	118 0 0	...	...	110 0 0	23 10 0
19	32	...	...	Ditto.	118 0 0	...	...	38 15 6	4 14 0
12	30	...	12	Ditto.	115 12 5	...	...	110 0 0	...
29	44	...	50	Ditto.	122 0 0	...	...	132 0 0	59 14 0
21	42	...	...	Ditto.	61 0 0	...	...	55 0 0	5 12 0
5	36	...	15	Ditto.	112 0 0	...	...	227 4 0	8 9 0
...	27	...	...	Ditto.	46 7 2	...	...	44 0 0	64 9 11
5	4	...	12	Ditto.	550 0 0	...	...	...	27 12 0
11	11	...	14	Various.	330 0 0	...	...	115 5 4	
...	...	...	...	...	3,850 0 0	No Returns	received	...	...
...	120	...	120	Rs. 2-8-0.	1,100 0 0	...	...	...	3,558 3 5
...	...	...	959	...	2,420 0 0	...	3,058 0 0	...	...
...	...	...	224	...	1,100 0 0	...	...	...	...
9	32	...	10	...	330 0 0	...	...	880 0 0	...
...	127	...	127	...	1,100 0 0	...	...	500 0 0	...
50	118	...	...	...	330 0 0	...	221 0 0	85 12 0	...
...	21	...	...	...	110 0 0	...	...	83 8 6	...
...	18	...	...	...	275 0 0	...	...	136 13 5	...
...	44	...	32	...	550 0 0	...	...	300 0 0	...
...	20	...	...	...	110 0 0	...	...	115 0 0	...
...	...	...	33	...	330 0 0	...	...	...	...
...	...	...	180	...	1,430 0 0	...	...	1,318 0 0	...
...	20	...	68	...	550 0 0	...	...	...	...
...	86	...	120	...	550 0 0	440 0 0	...	163 7 1	...
2,876	8,515	340	6,558	...	1,19,801 10 11	9,973 0 0	10,962 6 3	42,850 13 5½	19,678 6 7

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Sale of Books.	Other sources.	Total.
1.	2.	3.	16.	17.	18.
			Rs. As P.	Rs. As. P.	Rs. As. P.
American Mission School (Rajpur), ...	Dehra Doon, ...	1864, ...	...	707 14 6	1,264 0 0
Ditto ditto, ...	Budaon, ...	1860, ...	...	120 0 0	893 15 0
Mission School (Kankar Khera), Church of England Mission,	Meerut, ...	1858, ...	...	110 0 0	255 10 9
Ditto (Ikla), Church of England Mission,	Ditto, ...	1862, ...	...	69 9 0	124 9 0
Ditto (Zafrabad), Church of England Mission, ...	Jounpore, ...	1864, ...	...	335 0 0	698 7 6
Four American Mission Schools, ...	Muradabad, ...	1865, ...	9 11 6	...	700 0 0
Four American Mission Vernacular Schools, ...	Budaon, ...	Ditto, ...	...	...	215 0 0
Subscription School,...	Sherekote, ...	1860, ...	...	...	486 9 0
Ditto, ...	Rehur, ...	...	...	...	267 0 0
Ditto, ...	(Gurhi) Dhampore, ...	1865, ...	...	...	251 10 0
Ditto, ...	Kiratpore, ...	...	...	...	161 13 6
Ditto, ...	Surjan Nagra, ...	1860, ...	...	...	225 12 5
Ditto, ...	Tajpore, ...	1863, ...	...	...	313 14 0
Ditto, ...	Purayni, ...	...	...	...	121 12 0
Ditto, ...	Sheregurh, ... Jatpura, ... Chandpore, ...	...	...	...	347 13 0
Ditto, ...	Khagarpore, ...	...	...	...	90 7 2
Ditto, ...	Bisalpore, ...	1866, ...	...	...	656 4 5
Ditto, ...	Modha, ...	11th Septr. 1866,	41 10 6	...	473 1 4
Canning Protestant Girls' School, ...	Agra, ...	...	...	...	...
St. Joseph's Female Orphanage, ...	Ditto, ...	1861, ...	...	...	4,658 3 5
Girls' Schools, Satt Sabha, ..	Ditto, ...	Different dates, ...	...	...	5,478 0 0
Mission Female Schools, American,	Etawah District,	Ditto, ...	...	253 14 9	1,353 14 9
Mission Girls' School, American, ...	Dehra Doon, ...	1859, ...	...	1,090 12 0	2,300 12 0
Methodist Orphan Girls' School, American Mission, ...	Bareilly, ...	Ditto, ...	...	1,667 0 0	3,267 0 0
Female Schools by Municipal Committee, ..	Budaon, ...	1865, ...	...	40 4 9	677 0 9
Babu Kali Charan's Girls' School (Inglisgunj), ...	Bareilly, ...	1866, ...	...	...	193 8 6
Native Girls' School, Church of England,	Meerut, ...	1856, ...	...	330 0 0	741 13 5
Four Female Mission Schools, ..	Muradabad, ...	1860-1866, ...	...	...	850 0 0
Female Mission School, American, ...	Saharunpore, ...	1865, ...	...	...	225 0 0
Mission Girls' School,	Allahabad, ...	1863, ...	...	...	330 0 0
Mission Female School,	Benares, ...	1850, ...	...	...	2,748 0 0
Mission Girls' School,	Azimgurh, ...	1864, ...	...	...	550 0 0
Ditto, ...	Mirzapore, ...	1852, ...	...	...	1,153 7 1
	Grand Total, ...		2,811 1 1	38,331 15 5	2,44,412 5 8½

Office of Director of Public Instruction,
N. W Provinces :
Bareilly, the 1st August, 1867.

DIX D.

General Education for the year 1866-67.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
Rs. As. P	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	Rs. As. P	Rs. As. P.	
112 0 0	...	112 0 0	1,152 0 0	...	3 3 2	3 3 2	
804 14 0	89 1 0	893 15 0	...	...	7 5 0	4 13 0	
223 7 0	32 3 9	255 10 9	...	...	18 15 0	6 3 0	
122 8 0	2 1 0	124 9 0	...	...	7 12 0	3 7 0	
754 0 0	91 7 0	845 7 0	...	146 15 6	19 11 6	6 6 7	
697 5 0	...	697 5 0	2 11 0	...	6 9 2	3 1 4	
205 0 0	10 0 0	215 0 0	...	...	3 13 8	2 15 10	
385 0 0	46 9 0	431 9 0	55 0 0	...	7 1 2	3 14 5	
198 0 0	47 0 0	245 0 0	22 0 0	...	4 10 0	2 5 6	
220 0 0	31 10 0	251 10 0	...	...	5 11 6	2 10 11	
138 10 2	12 14 0	151 8 2	10 5 4	...	9 7 6	7 6 0	
220 0 0	5 12 5	225 12 5	...	...	6 13 6	3 8 2	
231 5 4	71 14 0	303 3 4	10 10 8	...	3 15 10	1 9 8	
110 0 0	11 12 0	121 12 0	...	...	3 9 4	1 12 8	
227 8 0	20 9 0	248 1 0	39 12 0	...	8 0 0	3 15 0	
88 0 0	2 7 2	90 7 2	...	...	3 14 11	2 4 11	
534 10 2	121 10 3	656 4 5	...	...	8 12 0	7 5 4	
443 1 10	29 15 6	473 1 4	...	...	18 14 9	13 3 2	
...	...	...	...	...	...	...	
6,145 0 0	...	6,145 0 0	...	1,486 12 7	40 13 0	7 13 5	
5,478 0 0	...	5,478 0 0	...	...	6 13 11	3 0 6	
1,353 14 9	...	1,353 10 9	...	...	6 0 8	4 14 6	
2,371 2 0	...	2,371 2 0	...	70 6 0	74 2 6	10 5 0	
3,267 0 0	...	3,267 0 0	...	...	25 11 7	8 10 7	
531 8 0	19 2 3	550 10 3	126 6 6	...	5 11 9	2 12 9	
165 0 0	25 14 3	190 14 3	2 10 3	...	9 8 9	5 8 0	
729 4 11	12 8 6	741 13 5	...	...	41 3 4	15 4 5	
670 0 0	31 0 0	701 0 0	149 0 0	...	10 7 0	8 5 0	
200 0 0	25 0 0	225 0 0	...	...	12 4 0	6 0 0	
290 0 1	40 0 0	330 0 0	...	...	11 12 5	11 12 5	
2,714 0 0	...	2,714 0 0	34 0 0	...	18 1 6	9 8 6	
458 0 0	92 0 0	550 0 0	...	...	11 15 3	11 15 3	
1,245 10 0	96 0 0	1,341 10 0	...	188 2 11	10 9 1	4 11 7	
2,11,102 0 10½	28,729 9 6	2,39,831 10 4½	9,202 2 2	4,621 6 10	17 4 4	8 11 2	

M. KEMPSON,
Director of Public Instruction,
N. W. Provinces.

APPEN

TABLE No. 6—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality: District.	Locality: Tahsili	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year: Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of Pupils Language: English	Arabic
1.	1*a*.	2.	2*a*	3.	4.	5	6	7	8.	9	9*a*.
								1st CIRCLE, DEPARTMENT			
Indigenous Schools	Allygurh	Allygurh,	63	...	562	183	...	745	667	...	41
		Hathras,	46	...	685	33	...	718	641	5	5
		Khyr,	19	...	198	45	...	243	183	...	21
		Secundra Rao,	34	...	315	130	...	445	402	...	18
		Attrowli,	45	...	398	102	...	500	447	...	55
		Iglas,	11	...	88	3	...	91	65	2	...
		Total,	218	...	2,246	496	...	2,742	2,405	7	140
	Boolundshahr	Boolundshahr,	48	...	215	277	10	502	502	5	123
		Secundrabad,	42	...	269	165	...	434	434	...	111
		Anoopshahr,	41	...	357	133	...	490	490	4	70
		Khurja,	55	...	252	220	...	472	472	...	121
		Total,	186	...	1,093	795	10	1,898	1,898	9	425
	Meerut	Meerut,	110	...	753	439	...	1,192	1,192	...	368
		Sirdhana,	12	...	140	53	...	193	193	...	29
		Baghput,	18	...	155	72	...	227	227	...	25
		Ghaziabad,	18	...	166	94	...	260	260	...	6
		Hapore,	18	...	109	131	...	240	240	...	56
		Mooana,	30	...	177	149	...	326	326	...	80
		Total,	202	...	1,500	938	...	2,438	2,438	...	564
	Moozuffernugger	Moozuffernuggur,	47	...	348	257	...	605	605	...	98
		Jansuth,	64	...	459	220	...	679	679	...	98
		Shamli,	56	...	543	374	...	917	917	...	339
		Burhana,	28	...	362	254	...	616	616	...	99
		Total,	195	...	1,712	1,105	...	2,817	2,817	...	634
	Saharunpore	Saharunpore,	77	...	422	582	...	1,004	911	...	442
		Deobund,	43	...	250	409	...	659	601	...	243
		Roorkee,	53	...	514	195	...	709	667	...	164
		Nakoor,	43	...	347	236	...	583	504	...	190
		Total,	216	...	1,533	1,422	...	2,955	2,683	...	1,039
		Dehra Doon,	16	...	224	118	14	356	255	211	78
	Bareilly	Bareilly,	132	...	786	422	...	1,208	1,184	...	198
		Aonlah,	58	...	317	131	...	448	455	...	39
		Beesulpore,	61	...	240	85	...	325	312	...	16
		Pilibhit,	86	...	351	549	...	900	891	...	398
		Shahi,	31	...	195	92	...	287	257	...	9
		Darow,	158	...	205	363	...	363	340	...	120
		Faridpore,	28	...	109	76	...	185	157	...	7
		Nawabgunj,	32	...	126	84	...	210	190	...	28
		Total,	481	...	2,282	1,644	...	3,926	3,786	...	815
	Bijnour	Bijnour,	70	...	665	358	...	923	908	...	202
		Naginah,	108	...	507	430	...	937	983	...	191
		Najibabad,	98	...	672	344	...	1,016	1,073	...	151
		Chandpore,	66	...	385	222	...	607	524	...	132
		Nehtore,	67	...	292	484	...	776	771	...	316
		Total,	401	...	2,421	1,838	...	4,259	4,265	...	992
	Budaon	Budaon,	60	...	272	401	...	673	550	...	144
		Datagunj,	9	...	60	13	...	73	55	...	...
		Bissowli,	25	...	203	59	...	262	249	...	44
		Gunnour,	13	...	59	47	...	106	90	...	32
		Sahswan,	32	...	280	167	...	447	432	...	85
		Total,	139	...	874	687	...	1,561	1,376	...	305

DIX D.

General Education, for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language at the the year.							Monthly rate of Schooling Fees.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Bengali.	Maharati.	Mahajuni, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*	9*c*.	9*e*.	9*f*.	9*g*.	9*h*.	9*i*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.							Rs. As P.	Rs. As. P.	Rs. As. P.		
420	45	19	303	...	...	...	0 7 5	5 10 0	...	...	...
119	17	49	543	...	...	...	0 3 9	2 9 0	...	...	...
125	6	18	15	...	...	...	0 8 2	11 15 0	...	...	...
303	19	10	121	...	...	...	0 7 4	1 14 8	...	...	...
393	49	10	95	...	...	...	0 6 11	3 7 0	...	...	...
14	...	2	75	...	...	...	0 12 9	1 2 0	...	...	...
1,374	136	108	1,212	...	...	...	0 6 8	16 9 8	...	...	...
263	12	17	100	...	...	...	0 4 7	...	...	...	...
165	...	19	142	...	...	...	0 5 2	...	...	...	...
156	14	109	162	...	...	...	0 4 10	...	...	...	...
254	...	10	93	...	...	...	6 7 11	...	...	...	...
838	26	155	497	...	...	...	0 5 7	...	...	...	...
511	10	15	374	...	...	...	0 6 5	...	...	...	...
85	10	12	57	...	...	...	0 4 5	...	...	...	...
58	...	38	106	...	...	...	0 3 3	...	...	...	...
128	18	14	95	...	...	...	1 4 0	...	...	...	...
104	16	25	39	...	...	...	0 4 7	...	...	...	...
138	10	6	91	...	...	...	0 6 3	...	...	...	...
1,024	64	110	762	...	...	...	1 4 6	...	...	...	...
199	13	13	298	...	...	...	0 3 1	...	...	...	...
278	22	21	299	...	...	...	0 3 8	...	...	...	...
197	20	27	351	...	...	...	0 5 5	...	...	...	...
199	10	19	299	...	...	...	0 3 0	...	...	...	...
873	65	80	1,247	...	...	...	0 4 0	...	...	...	...
439	55	25	219	...	...	...	0 9 10	...	...	...	...
213	32	...	25	...	...	...	0 1 7	...	...	...	...
186	86	52	271	...	...	...	0 3 4	...	...	...	...
341	43	6	49	...	...	...	0 3 1	...	...	...	...
1,179	216	83	564	...	...	...	0 3 1	...	...	...	...
42	118	..	98	...	...	...	1 5 6	...	...	...	...
641	45	92	249	...	...	...	0 6 1	...	330 0 0	...	...
251	180	45	97	...	...	...	0 6 9	...	57 0 0	...	...
212	54	18	176	...	...	...	0 8 6	...	...	...	...
280	45	12	190	...	...	...	0 4 9	...	...	...	...
216	27	12	82	...	...	...	0 7 6	...	...	...	...
252	25	...	20	...	...	...	0 10 1	...	...	...	...
106	11	14	62	...	...	...	0 9 5	...	...	...	...
154	10	...	30	...	...	...	0 9 8	...	...	...	...
2,112	397	193	906	...	...	...	0 7 6	...	387 0 0	...	...
419	76	38	319	...	...	...	0 5 7	4 13 6	...	...	...
309	82	27	311	...	...	...	0 3 7	...	...	...	...
312	172	34	516	...	...	...	0 5 2	...	...	...	...
241	62	31	205	...	...	...	0 6 8	5 0 0	...	...	...
334	53	18	154	...	...	...	0 4 8	...	...	...	...
1,615	445	148	1,505	...	...	...	0 5 3	9 13 6	...	...	...
474	5	30	50	...	...	...	0 6 4	...	...	...	...
38	1	1	34	...	...	...	0 7 8	...	...	...	...
153	34	14	22	...	...	...	0 6 2	...	...	...	...
72	5	...	19	...	...	...	0 10 8	...	...	...	...
228	21	20	166	...	...	...	0 6 3	...	...	...	...
965	66	65	291	...	...	...	0 6 7	...	...	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2*a*.	2.	2*a*.	3.	15.	16.	17.	18.
						1st CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As. P.
Indigenous Schools.	Allygurh.	Allygurh, ...	63	...	3,402 15 0	...	...	3,408 8 9
		Hathras, ...	46	...	1,804 4 0	...	...	1,806 13 0
		Khyr, ...	19	...	1,025 1 0	...	...	1,027 0 0
		Secundra Rao, ...	34	...	2,027 11 0	...	...	2,029 9 8
		Attrowli, ...	45	...	2,132 9 0	...	...	2,136 0 0
		Iglas, ...	11	...	566 8 0	...	...	567 10 0
		Total, ...	218	...	10,959 0 0	...	...	10,975 9 8
	Boolundshahr.	Boolundshahr, ...	48	...	1,573 3 0	...	...	1,573 3 0
		Secundrabad, ...	42	...	1,548 4 0	...	...	1,548 4 0
		Anoopshahr, ...	41	...	1,623 9 0	...	...	1,623 9 0
		Khurja, ...	55	...	2,571 4 0	...	...	2,571 4 0
		Total, ...	186	...	7,316 4 0	...	...	7,316 4 0
	Meerut.	Meerut, ...	110	...	5,733 0 0	...	...	5,733 0 0
		Sirdhana, ...	12	...	645 0 0	...	...	645 0 0
		Baghput, ...	18	...	559 8 0	...	...	559 8 0
		Ghaziabad, ...	18	...	774 0 0	...	...	774 0 0
		Hapore, ...	18	...	823 8 0	...	...	823 8 0
		Mooana, ...	30	...	1,520 3 0	...	...	1,520 4 0
		Total, ...	202	...	10,055 4 0	...	...	10,055 4 0
	Moozuffernuggur.	Moozuffernuggur, ...	47	...	1,295 12 0	...	...	1,293 12 0
		Jansuth, ...	64	...	1,730 8 0	...	...	1,730 8 0
		Shamli ...	56	...	3,418 4 0	...	...	3,418 4 0
		Burhana, ...	28	...	1,270 8 0	...	...	1,270 8 0
		Total, ...	195	...	7,715 0 0	...	...	7,715 0 0
	Saharunpore.	Saharunpore, ...	77	...	1,753 10 0	...	...	1,753 10 0
		Deobund, ...	43	...	648 4 0	...	...	649 4 0
		Roorkee, ...	53	...	1,541 6 0	...	...	1,541 6 0
		Nakoor, ...	43	...	1,162 8 0	...	...	1,162 8 0
		Total, ...	216	...	5,105 12 0	...	...	5,105 12 0
		Dehra Doon, ...	16	...	3,764 12 0	...	...	3,764 12 0
	Bareilly.	Bareilly, ...	132	...	1,189 8 0	...	3,420 11 0	4,940 3 0
		Aonlah, ...	58	...	849 8 0	...	1,589 12 11	2,492 4 0
		Beesulpore, ...	61	...	611 6 0	...	2,019 14 0	2,631 4 0
		Pilibhit, ...	86	...	933 3 0	...	1,784 8 0	2,717 5 0
		Shahi, ...	31	...	495 14 0	...	1,182 8 0	1,678 6 0
		Darow, ...	158	...	451 2 0	...	1,922 12 0	2,373 14 0
		Faridpore, ...	28	...	145 8 0	...	1,317 12 0	1,463 4 0
		Nawabgunj, ...	32	...	293 10 0	...	971 6 0	1,265 0 0
		Total, ...	481	...	4,965 11 0	...	14,208 13 0	19,561 8 0
	Bijnore.	Bijnour, ...	70	...	3,494 6 0	...	...	3,489 3 6
		Naginah, ...	108	...	2,814 12 0	...	...	2,814 12 0
		Najibabad, ...	98	...	4,228 1 0	...	...	4,228 1 0
		Chandpore, ...	66	...	2,411 1 0	...	...	2,416 1 0
		Nehtore, ...	67	...	2,507 5 0	...	...	2,507 5 0
		Total, ...	401	...	15,455 9 0	...	...	15,465 6 6
	Budaon.	Budaon, ...	60	...	717 1 0	...	2,195 14 0	2,912 15 0
		Datagunj, ...	9	...	71 8 0	...	313 8 0	385 0 0
		Bissowli, ...	25	...	105 0 0	...	926 12 0	1,091 12 0
		Gunnour, ...	13	...	99 0 0	...	627 0 0	726 0 0
		Sahswan, ...	32	...	523 14 0	...	1,391 8 0	1,915 6 0
		Total, ...	139	...	1,576 7 0	...	5,454 10 0	7,031 0 0

DIX D.

General Education, for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Contd*)							
Rs As P.	Rs. As. P.	Rs As. P.			Rs. As. P.	Rs. As. P.	
3,402 15 0	5 10 0	3,408 9 0	...	...	5 1 9	0 0 2	
1,804 4 0	2 9 0	1,806 13 0	...	...	2 13 1	0 0 1	
1,025 1 0	1 15 0	1,027 0 0	...	...	5 9 10	0 0 2	
2,027 11 0	1 14 8	2,029 9 8	...	...	5 0 9	0 0 1	
2,132 9 0	3 7 0	2,136 0 0	...	...	4 12 5	0 0 1	
566 8 0	1 2 0	567 10 0	...	...	8 11 8	0 0 3	
10,959 0 0	16 9 8	1,097 9 8	...	...	4 9 0	0 0 1	
962 11 0	610 8 0	1,573 3 0	...	...	3 2 2	...	
1,108 4 0	440 0 0	1,548 4 0	...	...	3 9 1	...	
1,007 5 0	616 4 0	1,623 9 0	...	...	3 5 0	...	
1,729 12 0	841 8 0	2,571 4 0	...	...	5 7 2	...	
4,808 0 0	2,508 4 0	7,371 4 0	...	...	3 13 8	...	
4,485 0 0	1,248 0 0	5,733 0 0	...	...	4 13 0	...	
621 0 0	24 0 0	645 0 0	...	...	3 5 6	...	
491 8 0	68 0 0	559 8 0	...	...	2 7 5	...	
675 0 0	99 0 0	774 0 0	...	...	2 15 7	...	
595 8 0	228 0 0	823 8 0	...	...	3 6 11	...	
1,472 4 0	48 0 0	1,520 4 0	...	...	4 10 7	...	
8,340 4 0	1,715 0 0	10,055 4 0	...	...	4 2 0	...	
785 4 0	510 8 0	1,295 12 0	...	...	2 2 3	...	
1,220 4 0	510 4 0	1,730 8 0	...	...	2 8 9	...	
1,739 6 0	1,678 14 0	3,418 4 0	...	...	3 11 8	...	
1,125 4 0	145 4 0	1,270 8 0	...	...	2 1 0	...	
4,870 2 0	2,844 14 0	1,715 0 0	...	...	2 11 10	...	
1,098 0 0	655 10 0	1,753 10 0	...	...	1 14 10	...	
518 4 0	130 0 0	648 4 0	...	...	1 1 3	...	
1,014 10 0	527 5 0	1,541 6 0	...	...	2 5 0	...	
804 0 0	350 8 0	1,162 8 0	...	...	2 4 1	...	
3,434 5 0	1,671 7 0	5,105 12 0	...	...	1 14 6	...	
8,635 8 0	129 4 0	3,764 12 0	...	...	14 12 3	...	
3,750 11 0	1,189 8 0	4,940 3 0	...	...	4 2 9	...	
1,646 12 0	849 8 0	2,492 4 0	...	...	5 7 8	...	
2,019 14 0	611 6 0	2,631 4 0	...	...	8 6 11	...	
1,784 2 0	933 3 0	2,717 5 0	...	...	3 10 0	...	
1,182 8 0	495 14 0	1,678 6 0	...	...	6 8 6	...	
1 922 12 0	451 2 0	2,273 14 0	...	...	6 15 8	...	
1,317 12 0	145 8 0	1,463 4 0	...	...	9 5 2	...	
971 6 0	293 10 0	1,265 0 0	...	...	6 10 6	...	
14,595 13 0	4,965 11 0	19,561 8 0	...	...	5 2 8	...	
3,494 6 0	4 13 0	3,499 3 6	...	...	3 13 8	0 0 1	
2,814 12 0	...	2,814 12 0	...	...	2 13 10	...	
4,228 1 0	...	4,228 1 0	...	...	3 15 1	...	
2,411 1 0	5 0 0	2,416 1 0	...	...	4 9 9	0 0 9	
2,507 5 0	...	2,507 5 0	...	...	3 3 8	...	
15,455 9 0	9 13 6	15,465 6 6	...	...	3 10 0	...	
2,195 14 0	717 1 0	2,912 15 0	...	...	5 4 9	...	
313 8 0	71 8 0	385 0 0	...	...	7 0 0	...	
926 12 6	165 0 0	1,091 12 0	...	...	4 6 1	...	
627 0 0	99 0 0	726 0 0	...	...	8 1 1	...	
1,391 8 0	523 14 0	1,915 6 0	...	...	4 6 11	...	
5,454 10 0	523 14 0	7,031 ¼ 0	...	...	5 1 9	...	

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Number of Pupils on the Roll at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of at the English.	Arabic
1.	1*a*.	2.	2*a*.	3.	4.	5.	6.	7.	8.	9.	9*a*.
											1st CIRCLE, DEPARTMENT
Indigenous Schools.	Moradabad.	Moradabad, ...	67	...	343	368	...	611	540	...	216
		Bilari, ...	29	...	246	74	...	320	268	...	43
		Sumbhul, ...	53	...	162	337	...	499	320	...	132
		Hussenpore, ...	25	...	106	145	...	251	187	...	54
		Amroha, ...	65	...	295	340	...	635	496	...	152
		Thakur Dwara, ...	32	...	286	51	...	337	241	...	34
		Kashipore, ...	23	...	109	92	...	191	122	...	64
		Total, ...	294	...	1,547	1,397	...	2,944	2,174	...	695
	Shahjehanpore.	Shahjehanpore, ...	47	...	270	147	...	417	387	...	50
		Tilhur, ...	9	...	53	44	...	97	79	...	...
		Jalalabad, ...	5	...	28	37	...	65	52	...	...
		Powayan, ...	4	...	70	3	...	73	73	...	...
		Khotar, ...	1	...	12	...	...	12	12	...	...
		Total, ...	66	...	433	231	...	664	603	...	50
		Grand Total, ...	2,414	...	15,865	10,671	24	26,560	24,700	227	5,737
											2nd CIRCLE, DEPA[illegible]T
	Agra.	Huzoor Tahsil, ...	115	Different dates.	1,176	503	...	1,678	1,678	[illegible]	[illegible]
		Eradutnuggur, ...	3		20	15	...	35	55	[illegible]	0
		Futtehabad, ...	6		18	29	...	47	47	12	5
		Etmadpore, ...	5		25	8	...	33	33	[illegible]	[illegible]
		Ferozabad, ...	15		46	68	...	114	114	...	48
		Bah, ...	9		76	4	...	80	80	...	...
		Kheragurh, ...	2		20	1	...	21	21	...	8
		Futtehpore Sicri, ...	5		53	2	...	55	55	...	...
		Furrah, ...	6		39	14	...	53	53	7	14
		Total, ...	166		1,472	644	...	2,116	2,116	105	246
	Cawnpore.	Jajmow, ...	111	Different dates.	1,432	511	109	1,952	1,811	698	225
		Sarh Salempore, ...	9		86	...	...	86	75	...	...
		Ghatumpore, ...	15		90	8	...	98	85	...	5
		Bilhour, ...	21		92	22	...	114	93	...	21
		Sheoli, ...	20		144	7	...	151	139	...	2
		Bithoor, ...	39		325	19	...	344	280	...	4
		Akberpore, ...	13		80	18	...	98	94	...	...
		Bhognipore, ...	20		102	44	...	146	129	...	...
		Secundra, ...	7		21	11	...	32	29	...	3
		Derapore, ...	10		66	4	...	70	62	...	...
		Russoolabad, ...	8		60	1	...	61	41	...	...
		Total, ...	273		2,468	545	109	3,152	2,832	698	262
	Etah.	Etah, ...	29	Different dates.	271	131	...	402	402	...	51
		Aligunj, ...	31		221	99	...	320	303	...	54
		Kasgunj, ...	42		514	145	...	659	531	12	7
		Total, ...	102		1,006	375	...	1,381	1,236	12	112
	Etawah.	Etawah, ...	16	Different dates.	97	55	...	152	152	...	15
		Bhurthana, ...	10		65	17	...	82	82	...	...
		Bidhouna, ...	15		97	4	...	101	101	...	...
		Phapoond, ...	18		100	20	...	120	120	...	16
		Dulailnuggur, ...	16		55	60	...	115	115	...	34
		Total, ...	75		414	156	...	570	570	...	64
	Furrukhabad.	Huzoor Tahsil, ...	78	Different dates.	487	397	...	884	870	...	60
		Chubramow, ...	39		222	80	...	302	222	14	...
		Tirwa, ...	31		212	36	...	248	233	2	9
		Kanouj, ...	41		240	106	...	346	286	5	3
		Kaimgunj, ...	51		240	228	...	468	460	...	80
		Allygurh, ...	6		28	5	...	33	31	...	...
		Total, ...	246		1,429	852	...	2,281	2,102	21	152

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Pupils studying in each Language at the close of the year							Monthly rate of Schooling Fee.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee (Nagree).	Bengalee.	Mahrati.	Mahajunee, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	9*g*	9*h*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							Rs. As P.	Rs. As. P.	Rs. As. P		Rs. As. P.
411	58	...	113	...	...	...	0 6 3	...	...	...	...
133	...	...	149	...	...	...	0 7 11	...	...	...	...
344	2	12	90	...	...	...	0 10 8	...	...	...	...
176	...	9	57	...	...	...	0 8 5	...	...	...	...
422	3	18	128	...	...	...	0 8 8	...	...	...	...
72	98	7	139	...	...	...	0 10 6	...	...	300	...
61	1	1	70	...	...	...	0 8 8	...	...	...	...
1,619	162	47	746	...	...	...	0 9 6	...	...	300	...
400	40	...	54	...	...	...	0 4 7	...	...	...	...
88	8	...	7	...	...	...	0 6 1	...	...	...	...
53	5	...	12	...	...	...	0 5 7	...	...	...	...
25	35	...	13	...	...	...	0 6 4	...	...	...	...
...	...	...	12	...	...	...	0 0 0	...	...	...	...
566	88	...	100	...	...	...	0 4 11	...	...	...	...
12,307	1,783	989	7,928	...	...	...	...	26 7 2	387 0 0	300	...
PUBLIC INSTRUCTION, N. W. P.											
687	85	158	539	...	...	51	Different rates.	...	...	...	...
7	...	8	20	...	...	...		...	...	...	...
21	7	5	12	...	...	...		...	...	...	...
8	...	...	25	...	...	...		...	...	...	...
70	..	...	4	...	...	...		...	...	...	...
50	...	3	27	...	...	...		...	...	...	...
13	...	...	...	...	...	...		...	...	...	...
27	...	...	28	...	...	...		...	...	...	...
21	...	...	11	...	...	...		...	...	...	...
904	92	174	666	...	...	51	...	...	...	...	...
411	222	35	155	15	...	715	Different rates	...	...	...	...
12	...	18	...	...	...	56		...	...	...	...
34	..	...	...	...	...	59		...	...	...	...
41	7	...	...	...	...	45		...	...	...	...
35	7	32	11	...	...	62		...	...	...	...
16	5	33	3	...	32	251		...	...	...	...
53	...	...	...	...	...	45		...	...	...	...
89	...	...	...	...	...	57		...	...	...	...
28	...	...	...	...	...	1		...	...	...	...
21	...	25	...	...	...	24		...	...	...	...
18	21	22	5	...	...	28		...	...	...	...
758	262	165	174	15	32	1,338	...	...	...	...	...
309	...	52	18	...	...	...	Different rates.	...	312 0 0	...	...
192	...	38	72	...	...	...		...	...	...	...
178	...	145	378	...	...	...		...	...	...	...
679	...	235	468	...	...	...	...	...	312 0 0	...	...
115	9	17	7	...	...	3	Different rates.	...	...	...	...
67	5	12	5	...	...	...		...	...	...	...
45	...	5	...	...	...	51		...	...	...	...
47	...	7	42	...	...	...		...	...	...	...
43	...	8	...	...	...	31		...	...	...	...
317	14	49	54	..	..	85	...	...	...	...	...
225	111	6	168	...	...	120	Different rates	...	...	...	...
199	15	...	23	...	...	...		...	...	...	...
155	1	45	103	...	...	22		0 2 0	...	...	...
161	6	56	77	...	...	72		...	96 0 0	...	...
282	17	2	83	...	...	...		...	...	...	...
33	5	...	...	...	...	...		...	...	...	...
1,055	155	109	454	...	...	214	...	0 2 0	96 0 0	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of books.	Receipts. Other Sources.	Receipts. Total.
1.	1*a*.	2.	2*a*.	3.	15.	16.	17.	18.
								1ST CIRCLE, DEPARTMENT
					Rs. As. P.		Rs. As. P.	Rs. As. P.
INDIGENOUS SCHOOLS	MORADABAD.	Moradabad, ..	67	...	...	...	3,355 8 0	3,355 8 0
		Bilari, ...	29	...	...	...	1,591 8 0	1,591 8 0
		Sumbhul, ...	53	...	...	...	2,559 0 0	2,559 0 0
		Hussunpore, ...	25	...	...	...	1,173 12 0	1,173 12 0
		Amroha, ...	65	...	...	...	3,214 8 0	3,214 8 0
		Thakoor Dwara, ...	32	...	...	...	1,593 12 0	1,893 12 0
		Kashipore, ...	23	...	...	...	795 12 0	795 12 0
		Total, ..	294	...	...	...	14,283 12 0	14,583 12 0
	SHAHJEHANPORE.	Shahjehanpore, ...	47	...	289 12 0	...	941 0 0	1,230 12 0
		Tilhur, ...	9	...	41 4 5	...	285 0 0	326 4 5
		Jalalabad, ..	5	...	24 12 0	...	176 0 0	200 12 0
		Powain, ...	4	...	156 4 0	...	348 0 0	504 4 0
		Khootar, ...	1	...	...	...	...	...
		Total, ...	66	...	512 0 5	...	1,750 0 0	2,262 0 5
		GRAND TOTAL, ...	2,414	...	67,425 11 5	...	35,697 3 0	1,03,836 5 7
								2ND CIRCLE, DEPARTMENT
	AGRA.	Huzoor Tahsil, ...	115	Different dates.	5,817 0 0	...	...	5,817 0 0
		Eradutnuggur, ...	3		78 0 0	...	...	78 0 0
		Futtehabad, ...	6		414 0 0	...	...	414 0 0
		Etmadpore, ...	5		276 0 0	...	...	276 0 0
		Ferozabad, ...	15		712 0 0	...	...	712 0 0
		Bah, ...	9		435 12 0	...	...	435 12 0
		Khyragurh, ...	2		36 0 0	...	...	36 0 0
		Futtehpore Sicri, ...	5		207 0 0	...	...	207 0 0
		Furreh, ...	6		201 0 0	...	...	201 0 0
		Total, ...	166	...	8,176 12 0	...	...	8,176 12 0
	CAWNPORE.	Jajmow, ...	111	Different dates.	16,215 12 0	...	...	16,215 12 0
		Sarh Salempore, ...	9		409 8 0	...	...	409 8 0
		Ghatumpore, ...	15		682 8 0	...	...	682 8 0
		Bilhour, ...	21		883 0 0	...	...	883 0 0
		Sheoli, ...	20		912 8 0	...	...	912 8 0
		Bithoor, ...	39		1,405 0 0	...	...	1,405 0 0
		Akberpore, ...	13		648 0 0	...	...	648 0 0
		Bhognipore, ...	20		847 8 0	...	...	847 8 0
		Secundra, ...	7		246 0 0	...	...	246 0 0
		Dehrapore, ...	10		468 0 0	...	...	468 0 0
		Rusoolabad, ...	8		449 4 0	...	...	449 4 0
		Total, ...	273	...	2,316 0 0	...	...	23,167 0 0
	ETAH.	Etah, ...	29	Different dates.	2,724 0 0	...	283 0 0	3,319 0 0
		Aligunge, ...	31		1,926 0 0	...	198 10 0	2,124 10 0
		Kasgunge, ...	42		2,168 12 0	...	276 8 0	2,445 4 0
		Total, ...	102	...	6,818 0 0	...	758 2 0	7,888 14 0
	ETAWAH.	Etawah, ...	16	Different dates.	1,012 0 0	...	275 0 0	1,287 0 0
		Bhurthana, ...	10		319 0 0	...	13 12 0	332 12 0
		Bidhonah, ...	15		847 0 0	...	27 4 0	874 4 0
		Phuppoond, ...	18		850 0 0	...	13 0 0	863 0 0
		Dulailnugger, ...	16		818 0 0	...	45 8 0	863 8 0
		Total, ...	75	...	3,846 0 0	...	374 8 0	4,220 8 0
	FERUKHABAD.	Huzoor Tahsil, ..	78	Different dates	2,100 0 0	...	685 5 0	2,785 5 0
		Chubramow, ..	39		1,770 8 0	...	516 0 0	2,286 8 0
		Tirwa, ...	31		1,056 0 0	...	540 0 0	1,596 2 0
		Kanouj, ...	41		1,282 8 0	...	1,005 0 0	2,383 8 0
		Kalemgunge, ...	52		1,388 4 0	...	856 10 0	2,244 14 0
		Allygurh, ...	6		243 0 0	...	220 13 0	463 13 0
		Total, ...	246	...	7,840 4 0	...	3,823 12 0	11,760 2 0

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	...	Rs. As. P.	Rs. As. P.	Rs. As. P	
3,355 8 0	...	3,355 8 0	...	...	6 3 5	...	
1,591 8 0	...	1,591 8 0	...	...	5 15 0	...	
2,559 0 0	...	2,559 0 0	...	...	7 15 11	...	
1,173 12 0	...	1,173 12 0	...	...	6 4 5	...	
3,214 8 0	...	3,214 8 0	...	...	6 7 8	...	
1,893 12 0	...	1,893 12 0	...	...	7 13 9	...	
795 12 0	...	795 12 0	...	...	6 8 4	...	
14,583 12 0	...	14,583 12 0	...	...	6 11 4	...	
941 0 0	289 12 0	1,230 12 0	...	...	3 2 11	...	
285 0 0	41 4 5	326 4 5	...	...	4 2 1	...	
176 0 0	24 12 0	200 12 0	...	...	3 13 9	...	
348 0 0	156 4 0	504 4 0	...	...	6 14 6	...	
...	...	...	...	...	...	...	
1,750 0 0	512 0 5	2,262 0 5	...	...	3 6 9	...	
87,886 15 0	15,948 6 7	1,03,836 5 7	...	...	4 3 4	...	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
5,010 0 0	807 0 0	5,817 0 0	...	...	3 7 6	...	
78 0 0	...	78 0 0	...	...	2 3 8	...	
354 0 0	60 0 0	414 0 0	...	...	8 12 11	...	
156 0 0	120 0 0	276 0 0	...	...	8 5 10	...	
448 0 0	264 0 0	712 0 0	...	...	6 3 11	...	
336 0 0	99 12 0	435 12 0	...	...	5 7 2	...	
36 0 0	...	36 0 0	...	...	1 11 5	...	
207 0 0	...	207 0 0	...	...	3 12 8	...	
201 0 0	...	201 0 0	...	...	3 12 3	...	
6,826 0 0	1,350 12 0	8,176 12 0	...	...	3 13 10	...	
13,552 12 0	2,663 0 0	16,215 12 0	...	...	8 15 3	...	
307 8 0	102 0 0	409 8 0	...	...	5 7 4	...	
504 8 0	178 0 0	682 8 0	...	...	8 0 6	...	
598 0 0	285 0 0	883 0 0	...	...	9 7 11	...	
587 8 0	325 0 0	912 8 0	...	...	6 9 0	...	
1,024 3 0	380 8 0	1,405 0 0	...	...	5 0 3	...	
440 0 0	208 0 0	648 0 0	...	...	6 14 4	...	
552 0 0	295 8 0	847 8 0	...	...	6 9 1	...	
166 0 0	80 0 0	246 0 0	...	...	8 7 9	...	
318 0 0	150 0 0	468 0 0	...	...	7 8 9	...	
299 4 0	150 0 0	449 4 0	...	...	10 15 4	...	
18,350 0 0	4,817 0 0	23,167 0 0	...	...	8 2 7	...	
3,036 0 0	283 0 0	3,319 0 0	...	...	8 4 1	...	
1,926 0 0	198 10 0	2,124 10 0	...	...	7 0 2	...	
2,168 12 0	276 8 0	2,445 4 0	...	...	4 9 8	...	
7,130 12 0	758 2 0	7,888 14 0	...	...	6 6 1	...	
1,012 0 0	275 0 0	1,287 0 0	...	...	8 7 6	...	
319 0 0	13 12 0	332 12 0	...	...	4 0 11	...	
847 0 0	27 4 0	874 4 0	...	...	8 10 6	...	
150 0 0	13 0 0	874 0 0	...	...	7 3 1	...	
818 0 0	45 8 0	863 8 0	...	...	7 8 2	...	
3,846 0 0	374 8 0	4,220 8 0	...	...	7 6 6	...	
2,100 0 0	685 5 0	2,785 5 0	...	...	3 3 3	...	
17,708 0 0	516 0 0	2,286 8 0	...	...	10 4 10	...	
1,056 0 0	540 2 0	1,596 2 0	...	...	6 13 7	...	
1,378 8 0	1,005 0 0	2,383 8 0	...	...	8 5 4	...	
1,388 4 0	856 10 0	2,244 14 0	...	...	4 14 1	...	
243 0 0	223 13 0	463 13 0	...	...	14 15 5	...	
7,936 12 0	3,823 14 0	1,176 2 0	...	...	5 9 6	...	

APPEN

TABLE No. 6.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of at the English.	Arabic.
1.	1a.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	9a.
									2ND CIRCLE, DEPARTMENT		
Indigenous Schools.	Humeerpore.	Humeerpore, ...	7	Different dates.	53	4	...	57	58	...	...
		Somerpore, ...	2		10	...	...	10	10	...	...
		Jalalpore, ...	6		23	5	...	28	28	...	...
		Jetpore, ...	1		5	...	...	5	8	...	...
		Modha, ...	1		...	5	...	5	5	...	...
		Panwaree, ...	7		75	18	...	93	95	...	15
		Rath, ...	10		64	49	...	113	109	...	5
		Mahoba, ...	0		...	...	...	...	...	...	...
		Total, ...	34		230	81	...	311	313	...	20
	Jaloun.	Jaloun, ...	18	Different dates.	186	16	...	202	180	12	...
		Madhogurh, ...	7		81	5	...	86	75	...	...
		Konch, ...	5		121	15	...	136	63	...	...
		Ourai, ...	4		70	19	...	89	88	...	...
		Ata, ...	5		93	27	...	120	99	...	7
		Total, ...	39		551	82	...	633	505	12	7
	Jhansie.	Jhansie, ...	10	Different dates.	139	12	...	151	131	15	15
		Moth, ...	6		74	...	...	74	67	...	...
		Garotha, ...	4		55	...	...	55	49	...	...
		Mow, ...	10		195	5	...	200	170	3	5
		Total, ...	30		463	17	...	480	417	18	20
	Lullutpore.	Lullutpore, ...	5	Different dates.	55	3	...	58	58	...	...
		Mahrouny, ...	11		100	...	...	100	100	...	...
		Total, ...	16		155	3	...	158	158	...	...
	Mutra.	Huzoor Tahsil, ...	65	Different dates.	1,364	66	...	1,430	973	...	28
		Areeng, ...	6		82	2	...	84	77	...	...
		Chata, ...	6		90	15	...	105	90	...	...
		Kosee, ...	5		44	5	...	49	39	...	...
		Nojheel, ...	3		31	5	...	36	29	...	...
		Mahabun, ...	12		114	11	...	125	105	...	3
		Sadabad, ...	3		24	...	...	24	18	...	...
		Jalesur, ...	22		171	78	...	249	195	...	3
		Total, ...	122		1,920	182	...	2,102	1,526	...	34
	Mynpoory.	Mynpoory, ...	20	Different dates.	144	50	...	194	102	...	13
		Kurhal, ...	2		13	26	...	39	27	...	...
		Bhongaon, ...	16		86	36	...	122	66	...	...
		Mustafabad, ...	6		43	15	...	58	48	...	...
		Shekohabad, ...	14		101	89	...	190	128	...	...
		Total,	58		387	216	...	603	371	...	13
		Grand Total, ...	1,161		10,525	3,153	109	13,787	12,152	866	900
									3RD CIRCLE, DEPARTMENT		
	Allahabad.	Arail, ...	5	Different dates.	17	13	...	30	25	...	5
		Bara, ...	2		18	...	...	18	16	...	...
		Chail, ...	65		260	260	...	520	502	425	175
		Handia, ...	10		69	57	...	126	115	...	27
		Kara, ...	11		66	64	...	130	116	...	64
		Khyragurh, ...	3		11	5	...	16	14	...	...
		Pachhim Seraira, ...	16		34	66	...	100	85	...	30
		Phoolpore, ...	12		72	88	...	160	137	...	25
		Sewram, ...	30		140	160	...	300	288	...	50
		Total, ...	154		687	710	...	1,400	1,298	425	376
	Azimgurh.	Deogaon, ...	9	Different dates	78	16	...	94	94	...	4
		Hazoor Tahsil, ...	27		133	85	...	218	218	...	65
		Jeanpore, ...	36		250	70	...	320	320	...	46
		Mahomedabad, ...	25		42	137	...	179	179	...	18
		Mahool, ...	52		145	120	...	265	265	...	41
		Nagra, ...	26		139	81	...	220	220	...	42
		Total, ...	175		797	509	...	1,296	1,296	...	216

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each language close of the year.							Monthly rate of Schooling Fee.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Bengali.	Maharati.	Mahajuni, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9*b*.	9*c*.	9*d*.	9*e*.	9*f*.	9*g*	9*h*.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued*)							Rs. As. P.	Rs. As. P.	Rs. As. P.		
27	...	...	30	...	...	...	Different rates.	...	...	...	...
...	...	...	10	...	...	...		...	...	...	...
5	...	...	23	...	...	...		...	...	...	...
...	...	...	5	...	...	...		...	...	...	...
...	...	...	5	...	...	...		...	...	...	...
8	...	7	63	...	...	...		...	...	...	...
6	...	...	102	...	...	...		...	...	...	...
...	...	...	...	...	...	...		...	...	...	...
46	...	7	238	...	...	...		...	...	...	...
55	...	...	66	...	25	45	Different rates.	...	...	...	...
15	...	...	14	...	...	72		...	...	...	...
6	...	...	...	...	...	130		...	...	...	...
49	...	...	...	...	...	40		...	...	...	...
33	...	...	...	...	...	80		...	...	...	...
158	...	...	80	...	25	367		...	...	...	...
20	48	45	12	...	...	61	Different rates.	...	...	...	...
...	...	24	...	...	...	74		...	...	...	...
...	...	8	25	...	...	30		...	...	...	...
...	10	35	...	...	...	165		...	...	...	...
20	58	112	37	...	...	330		...	...	...	...
16	...	42	...	...	...	...	Ditto.	...	...	...	...
3	...	97	...	...	...	...		...	...	...	...
19	...	139	...	...	...	...		...	...	...	...
104	27	639	570	6	...	...	Different rates.	...	...	...	...
8	...	36	45	...	...	...		...	...	...	...
60	...	12	35	...	...	...		...	...	...	...
22	...	2	30	...	...	...		...	...	...	...
36	...	...	...	...	...	...		...	...	...	...
37	...	24	63	...	...	...		...	...	...	...
21	3	...	...	...	...	...		...	...	...	...
167	4	6	86	...	...	...		...	...	...	...
455	34	719	829	6	...	...		...	...	...	...
187	13	...	...	...	...	...	Different rates.	...	...	...	...
27	...	..	12	...	...	...		...	...	...	...
98	1	19	5	...	...	...		...	...	...	...
34	...	...	24	...	...	...		...	...	...	...
165	...	...	25	...	...	...		...	...	...	...
511	14	19	66	...	...	...	..	...	...	...	...
4,922	629	1,728	3,118	21	57	2,387	...	0 2 0	408 0 0	...	...
PUBLIC INSTRUCTION, N. W. P.							As Rs				
25	10	15	15	...	...	24	From 4 to 4	...	...	...	...
...	...	14	18	...	...	18	„ 2 to 3	...	...	...	...
307	150	122	128	90	5	195	„ 4 to 7	...	...	...	...
37	75	6	18	...	...	54	„ 2 to 4A	...	...	...	...
107	44	16	20	...	...	67	„ 4 to 4	...	...	...	...
...	...	13	11	...	...	17	„ 5 to 10	...	...	...	...
63	35	10	42	...	...	66	„ 4 to 7	...	...	...	...
44	90	33	95	...	...	191	„ 3 to 9	...	...	...	...
156	69	60	66	...	..	121	„ 2 to 5	...	...	...	...
739	473	289	413	90	5	753	„ 2 to 10	...	...	...	...
25	...	37	...	...	...	...	„ 4 to 4	...	...	...	...
64	20	63	25	...	...	70	„ 2 to 10	...	...	...	...
91	11	33	13	...	...	120	„ 2 to 8	...	...	...	...
25	8	10	12	...	...	13	„ 4 to 4	...	...	...	...
132	15	90	23	...	...	...	„ 4 to 5	...	...	...	...
158	36	22	10	...	...	28	„ 4 to 5	...	...	...	...
495	90	305	83	...	...	226	„ 2 to 10	...	...	...	...

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	1*a*.	2.	2*a*.	3.	15.	16.	17.	18.
							2ND CIRCLE, DEPARTMENT	
					Rs As. P.		Rs. As. P.	Rs. As P.
INDIGENOUS SCHOOLS.	HUMEERPORE.	Humeerpore, ...	7	Different dates.	265 12 0	...	...	265 12 0
		Somerpore, ...	2		57 12 0	...	...	57 12 0
		Jalalpore, ...	6		298 8 0	...	...	298 8 0
		Jetpore, ...	1		43 8 0	...	...	43 8 0
		Modha, ...	1		30 0 0	...	...	30 0 0
		Panwaree, ...	7		249 8 0	...	...	249 8 0
		Rath, ...	10		436 8 0	...	...	436 8 0
		Mahoba, ...	0		...	...	...	...
		Total, ...	34	...	1,381 8 0	...	...	1,381 8 0
	JALOUN.	Jaloun, ...	18	Different dates.	821 4 0	...	...	821 4 0
		Madhogurh, ...	7		296 7 9	...	...	296 7 9
		Konch, ...	5		301 12 0	...	...	301 12 0
		Ourai, ...	4		196 0 0	...	...	196 0 0
		Ata, ...	5		343 0 0	...	...	343 0 0
		Total, ...	39	...	1,958 7 9	...	...	1,958 7 9
	JHANSIE.	Jhansie, ...	10	Different dates.	533 12 0	...	...	533 12 0
		Moth, ...	6		246 2 0	...	...	246 2 0
		Garotha, ...	4		187 0 0	...	...	187 0 0
		Mow, ...	10		479 8 0	...	...	479 8 0
		Total, ...	30	...	1,445 6 0	...	...	1,446 6 0
	LULLUTPORE.	Lullutpore, ..	5	Ditto.	327 0 0	...	...	827 0 0
		Mahrouny, ...	11		459 0 0	...	...	459 0 0
		Total, ...	16	...	786 0 0	...	...	786 0 0
	MUTTRA.	Huzoor Tahsil, ...	65	Different dates.	2,576 8 0	...	...	2,576 8 0
		Areeng, ...	6		175 0 0	...	...	175 0 0
		Chata, ...	6		318 0 0	...	...	313 0 0
		Kosee, ...	5		315 0 0	...	...	315 0 0
		Nojheel, ...	3		206 0 0	...	...	206 0 0
		Mahabun, ...	12		407 0 0	...	...	407 0 0
		Sadabad, ...	3		246 0 0	...	...	246 0 0
		Jalesur, ...	22		1,156 0 0	...	...	1,156 0 0
		Total, ...	122	...	5,399 8 0	...	...	5,399 8 0
	MYNPOORI.	Mynpoory, ...	20	Different dates.	1,668 0 0	...	...	1,668 0 0
		Kurhal, ...	2		114 0 0	...	...	114 0 0
		Bhongaon, ...	16		630 0 0	...	...	630 0 0
		Mustafabad, ...	6		300 0 0	...	...	300 0 0
		Shekohabad, ...	14		780 0 0	...	...	780 0 0
		Total, ...	58	...	3,492 0 0	...	...	3,492 0 0
		GRAND TOTAL, ...	1,161	...	64,312 9 9	...	4,956 6 0	69,677 1 9
							3RD CIRCLE, DEPARTMENT	
	ALLAHABAD.	Arail, ...	5	Different dates.	140 12 0	...	19 7 0	160 3 0
		Bara, ...	2		100 15 0	...	3 12 0	104 11 0
		Chail, ...	65		1,875 12 0	...	30 14 0	1,906 10 0
		Handia, ...	10		760 9 0	...	9 10 0	770 3 0
		Karri, ...	11		740 7 0	...	10 12 0	751 3 0
		Khyragurh, ...	3		112 0 0	...	9 8 0	121 8 0
		Pachhim Seraira, ...	16		1,080 6 0	...	32 11 0	1,113 1 0
		Phoolpore, ..	12		901 3 0	...	35 8 0	936 11 0
		Sewrau, ...	30		1,525 0 0	...	47 13 0	1,572 13 0
		Total, ...	154	...	7,237 0 0	...	199 15 0	7,436 15 0
	AZIMGUDH.	Deogaon, ...	9	Different dates.	330 0 0	...	...	330 0 0
		Huzoor Tahsil, ...	27		1,106 12 0	...	...	1,106 12 0
		Jeanpore, ...	36		2,134 8 0	...	...	2,134 8 0
		Mahomedabad, ...	25		374 6 3	...	...	374 6 3
		Mahool, ...	52		1,268 0 0	...	...	1,268 0 0
		Nagra, ...	26		1,747 8 0	...	...	1,747 8 0
		Total, ...	175	...	6,361 2 3	...	...	6,361 2 3

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24	25.	26.
PUBLIC INSTRUCTION, N W P.—(*Continued*)							
Rs As. P.	Rs As. P.	Rs As. P.			Rs As. P.	Rs As. P.	
225 4 0	40 8 0	265 12 0	...	...	4 9 6	...	
39 12 0	18 8 0	57 12 0	...	...	5 12 5	...	
190 8 0	108 0 0	298 8 0	...	...	10 10 7	...	
36 0 0	7 8 0	43 8 0	...	...	5 7 0	...	
15 0 0	15 0 0	30 0 0	...	...	6 0 0	...	
119 0 0	130 8 0	249 8 0	...	...	2 10 0	...	
273 0 0	163 8 0	436 8 0	...	...	4 0 1	...	
...	...	...	...	...	...	...	
898 8 0	483 0 3	1,381 8 0	...	...	4 6 7	.	
720 0 0	101 4 0	821 4 0	...	...	4 9 0	...	
225 0 0	71 7 9	296 7 9	...	...	3 15 3	...	
265 12 0	36 0 0	301 12 0	...	..	4 12 9	...	
176 0 0	20 0 0	196 0 0	...	...	2 3 6	...	
297 0 0	46 0 0	343 0 0	...	...	3 7 5	...	
1,683 0 0	274 11 9	1,958 7 9	...	...	3 14 1	...	
533 12 0	...	533 12 0	...	...	4 1 2	...	
246 2 0	...	246 2 0	...	...	3 10 9	...	
187 0 0	...	187 0 0	...	...	3 13 1	...	
479 8 0	...	479 8 0	...	...	2 13 2	...	
1,446 6 0	...	1,446 6 0	...	...	3 7 6	...	
194 4 0	132 12 0	327 0 0	...	...	5 10 2	...	
255 0 0	204 0 0	459 0 0	...	...	4 9 5	...	
449 4 0	336 12 0	786 0 0	...	...	4 15 7	...	
2,077 8 0	499 0 0	2,576 8 0	...	...	2 10 4	...	
175 0 0	...	175 0 0	...	...	2 4 4	...	
318 0 0	...	318 0 0	...	...	3 8 6	...	
315 0 0	...	315 0 0	...	..	8 1 3	...	
206 0 0	...	206 0 0	...	...	7 1 8	...	
407 0 0	...	407 0 0	...	...	3 14 0	...	
246 0 0	...	246 0 0	...	...	13 10 8	...	
1,156 0 0	...	1,156 0 0	...	...	5 14 10	...	
4,900 8 0	499 0 0	5,399 8 0	...	...	3 8 7	...	
1,308 0 0	360 0 0	1,668 0 0	...	...	16 5 8	...	
72 0 0	42 1 0	114 0 0	...	...	4 3 7	...	
510 0 0	120 0 0	630 0 0	...	...	9 8 9	...	
204 0 0	96 0 0	300 0 0	...	...	6 4 0	...	
576 0 0	204 0 0	780 0 0	...	...	6 14 0	...	
2,670 0 0	822 0 0	3,492 0 0	...	...	9 6 7	...	
56,137 6 0	13,539 11 9	69,677 1 9	..	...	5 11 8	...	
PUBLIC INSTRUCTION, N. W. P.—(*Contd.*)							
140 12 0	19 7 0	160 3 0	...	...	6 6 6	...	
100 15 0	3 12 0	104 11 0	...	...	6 8 11	...	
1,875 12 0	30 14 0	1,906 10 0	...	...	3 12 9	...	
760 9 0	9 10 0	770 3 0	...	...	6 11 2	...	
740 7 0	10 12 0	751 3 0	...	...	6 7 7	...	
112 0 0	9 8 0	121 8 0	...	...	8 10 10	...	
1,080 6 0	32 11 0	1,113 1 0	...	...	13 1 6	...	
901 3 0	35 8 0	936 11 0	...	...	6 13 4	...	
1,525 0 0	47 13 0	1,572 13 0	...	...	5 7 5	...	
7,237 0 0	199 15 0	7,436 15 0	...	...	5 11 8	...	
330 0 0	...	330 0 0	...	...	3 8 2	...	
1,106 12 0	...	1,106 12 0	...	...	5 1 3	...	
2,134 8 0	...	2,134 8 0	...	...	6 10 9	...	
374 6 3	...	374 6 3	...	...	2 1 5	...	
1,268 0 0	...	1,268 0 0	...	...	4 12 9	...	
1,747 8 0	...	1,747 8 0	...	...	7 15 1	...	
6,361 2 3	...	6,361 2 3	...	...	5 5 11	...	

APPEN

TABLE No. 6.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsill.	Number of Schools.	When Established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Daily Attendance.	Number of at the English.	Arabic.
1.	1*a*.	2.	2*a*.	3.	4.	5.	6.	7.	8.	9.	9*a*.
									3RD CIRCLE, DEPARTMENT		
Indigenous Schools.	Banda.	Huzoor Tahsil, ...	21	Different dates.	247	85	...	332	332	...	45
		Pilani, ...	3		15	15	...	30	30	...	...
		Total, ...	24		262	100	...	362	362	...	45
	Benares.	Chundowli, ...	28	Different dates.	231	16	...	247	165	32	4
		Huzoor Tahsil, ...	163		3,178	301	...	3,479	2,384	304	183
		Total, ...	191		3,409	317	..	3,726	3,549	336	187
	Bustee.	Bustee, ...	13	Different dates.	147	90	...	237	237	20	18
		Bansi, ...	14		245	120	...	365	365	...	30
		Khalilabad, ...	22		465	170	...	635	635	...	43
		Domeriagunj, ...	15		185	96	...	281	281	...	...
		Harya, ...	6		100	27	...	127	127	...	...
		Total, ...	70		1,142	503	...	1,645	1,645	20	91
	Futtehpore.	Ghazeepore, ...	31	Different dates.	144	18	...	162	120	...	10
		Huzoor Tahsil, ...	94		359	220	...	579	487	4	78
		Khaga, ...	27		82	111	...	193	168	...	100
		Khukrara, ...	28		96	67	...	163	145	...	25
		Kulyanpore, ...	73		389	114	...	503	478	...	39
		Kora, ...	21		192	65	...	257	212	...	50
		Total, ...	274		1,262	595	...	1,857	1,524	4	239
	Ghazeepore.	Bullia, ...	37	Different dates.	122	93	...	215	112·9	...	29
		Mahomdabad, ...	18		60	52	...	112	93·21	...	10
		Rusra, ...	11		664	313	...	977	624·	45	99
		Sydpore, ...	11		130	20	...	150	102·13	40	4
		Zeemania, ...	19		111	186	...	297	232·11	...	5
		Ghazeepore, ...	23		383	195	5	583	380·25	200	30
		Total,	119		1,470	859	5	2,334	1,554·6	285	177
	Goruckpore.	Bunsgaon, ...	24	Different dates.	372	107	...	479	479	...	...
		Deoreea, ...	58		426	208	...	634	634	...	60
		Huzoor Tahsil, ...	62		485	185	...	670	670	40	130
		Mansurgunj, ...	8		102	14	...	116	116	...	...
		Pudrowna, ...	29		269	...	...	269	269	...	...
		Total, ...	181		1,654	574	...	2,168	2,168	40	190
	Jounpore.	Jounpore, ...	24	Different dates.	155	117	...	272	191·14	26	90
		Kirakut, ...	11		78	7	...	85	60·34	...	7
		Kothan, ...	26		121	97	...	218	150·28	...	17
		Muchlishuhur, ...	21		44	95	...	139	81·22	...	12
		Mundiahoon, ...	19		133	13	...	146	116·69	...	...
		Total, ...	101		531	329	...	860	599·67	26	126
	Mirzapore.	Chunar, ...	16	Different dates.	198	65	...	263	180	...	40
		Huzoor Tahsil, ...	81		991	309	...	1,300	998	15	120
		Total, ...	97	...	1,189	374	...	1,563	1,178	15	160
		Grand Total, ...	1,486	...	12,403	4,803	5	17,211	14,063·37	1,151	1,807
		Grand Total of 3 Circles, ...	5,061	...	38,793	18,627	138	57,558	50,915·37	2,244	8,444

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Pupils studying in each language close of the year.							Monthly rate of Schooling Fee.	Receipts.			
Persian.	Urdu.	Sanskrit.	Hindee (Nagree).	Bengalee.	Mahrati.	Mahajunee, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.
9b.	9c.	9d.	9e.	9f.	9g.	9h.	10.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N. W. P.—(*Continued.*)							As. Rs.	Rs. As. P.	Rs.		Rs. As. P.
24	18	30	10	...	...	235	From 2 to 2	...	...	...	...
10	8	...	12	...	...	...	Ditto.	...	...	...	...
34	26	30	22	...	...	235	„ 2 to 2	...	...	...	...
50	...	125	15	...	...	62	From 2 to 5	...	1,644	...	...
620	42	1,679	478	...	108	599	„ 1 to 10	...	7,092	...	...
670	42	1,804	493	...	108	661	„ 1 to 10	...	8,736	...	...
130	20	98	10	...	...	...	From 4 to 5	3 0 0	...	...	...
190	20	145	27	...	...	...	„ 4 to 2	3 0 0	...	...	...
347	15	235	18	...	...	20	„ 4 to 5	4 0 0	...	...	...
195	25	86	16	...	...	...	„ 4 to 2	3 0 0	...	...	...
...	7	50	10	...	...	...	„ 4 to 4	2 0 0	...	...	...
929	87	614	81	...	...	20	„ 4 to 5	15 0 0	...	...	...
30	...	20	25	...	...	40	From 1 to 6	...	...	...	...
208	...	70	45	...	...	212	„ 2 to 10	...	...	...	...
90	...	12	22	...	...	75	„ 3 to 7	...	...	...	...
50	...	13	18	...	...	117	„ 2 to 8	...	...	...	...
75	...	50	20	...	...	310	„ 1 to 2	...	...	...	...
80	...	20	10	...	...	140	„ 2 to 7	...	...	...	...
538	...	185	140	...	...	894	„ 1 to 10	...	...	...	...
92	47	43	4	...	...	...	From 2 to 10	...	...	...	...
25	15	62	...	...	...	...	„ 2 to 8	...	...	...	...
475	92	172	94	...	...	...	„ 8 to 7	...	...	...	...
12	27	57	10	...	...	...	„ 2 to 5	...	...	...	...
45	50	186	11	...	...	...	Ditto.	...	...	...	...
90	25	5	233	...	...	...	„ 2 to 3	...	...	...	...
739	256	525	352	...	...	...	„ 2 to 10	...	...	...	...
216	20	263	80	...	...	50	From 2 to 5	2 0 0	...	...	...
240	145	284	120	...	...	72	„ 2 to 2	5 0 0	...	...	...
360	150	108	40	...	...	...	„ 2 to 8	6 0 0	...	...	...
...	...	116	90	...	...	...	„ 2 to 8	1 0 0	...	...	...
68	10	201	30	...	...	...	„ 2 to 8	1 0 0	...	...	...
884	325	972	360	...	...	122	„ 2 to 8	15 0 0	...	...	...
95	...	...	...	...	...	61	From 4 to 7	1 11 0	...	...	3,544 0 0
4	...	74	...	...	...	...	„ 0 4 0	...	...	...	108 0 0
115	...	4	...	...	...	82	„ 4 to 8	...	...	...	1,126 0 0
99	...	12	...	...	...	...	...	...	...	...	728 0 0
44	...	91	...	...	...	11	„ 4 to 1-8	...	...	...	482 0 0
357	...	181	...	...	...	154	„ 4 to 7	1 11 0	...	...	5,288 0 0
110	25	20	50	...	...	125	From 1 to 2	...	...	...	...
210	120	290	160	...	...	1,100	„ 2 to 4	...	...	...	...
320	145	310	210	...	...	1,225	„ 1 to 4	...	...	...	...
5,700	1,444	5,215	2,154	90	113	4,290	„ 1 to 10	31 11 0	8,736	...	5,288 0 0
22,929	3,856	7,932	13,198	111	170	6,677	...	58 4 2	9,531	300	5,288 0 0

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When Established.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	1*a*.	2.	2*a*.	3.	15.	16.	17.	18.
						3RD CIRCLE, DEPARTMENT		
					Rs. As. P.		Rs. As. P.	Rs. As P.
INDIGENOUS SCHOOLS	BANDA.	Hazoor Tahsil, ..	21	Different dates.	1,826 0 0	...	...	1,826 0 0
		Pilani, ..	3		165 0 0	...	...	165 0 0
		Total, ...	24		1,991 0 0	...	...	1,991 0 0
	BENARES.	Chundowli,	28	Different dates.	216 0 0	...	...	1,860 0 0
		Huzoor Tahsil, ...	163		1,176 0 0	...	...	8,268 0 0
		Total, ...	191		1,392 0 0	...	...	10,128 0 0
	BUSTEE.	Bustee, ...	13	Different dates.	305 0 0	...	...	308 0 0
		Bansi, ...	14		175 0 0	...	...	178 0 0
		Khalilabad, ...	22		450 0 0	...	...	454 0 0
		Domeriagunj, ...	15		190 0 0	...	...	193 0 0
		Harya, ...	6		190 0 0	...	...	172 0 0
		Total, ...	70		1,310 0 0	...	...	1,325 0 0
	FUTTEHPORE.	Ghazeepore, ...	31	Different dates.	1,255 4 0	...	...	1,255 4 0
		Huzoor Tahsil, ...	94		2,991 6 0	...	...	2,991 6 0
		Khaga, ...	27		1,012 0 0	...	...	1,012 0 0
		Khukrara, ...	28		995 0 0	...	...	995 0 0
		Kulyanpore, ...	73		757 8 0	...	...	757 8 0
		Kora, ...	21		685 0 0	...	...	685 0 0
		Total, ...	274		7,676 2 0	...	...	7,676 2 0
	GHAZEEPORE.	Bullia, ...	37	Different dates.	1,430 0 0	...	...	1,430 0 0
		Mahomdabad, ...	18		296 0 0	...	...	296 0 0
		Rusra, ...	11		1,877 0 0	...	...	1,877 0 0
		Sydpore, ...	11		225 8 0	...	...	225 8 0
		Zeemania, ...	19		448 8 0	...	...	448 8 0
		Ghazeepore, ...	23		1,249 0 0	...	...	1,249 0 0
		Total, ...	119		5,526 0 0	...	...	5,526 0 0
	GORUCKPORE.	Bansgaon, ...	24	Different dates.	650 0 0	...	...	652 0 0
		Deoreea, ...	58		1,375 0 0	...	...	1,380 0 0
		Huzoor Tahsil, ...	62		3,835 0 0	...	...	3,841 0 0
		Munsurgunj, ...	8		...	...	...	1 0 0
		Pudrowna, ...	29		735 0 0	...	...	736 0 0
		Total, ...	181		6,595 0 0	...	...	6,610 0 0
	JOUNPORE.	Jounpore, ...	24	Different dates.	244 0 0	...	...	3,789 11 0
		Kirakut, ...	11		40 0 0	...	...	148 0 0
		Kothan, ...	26		370 0 0	...	...	1,505 0 0
		Muchlishuhur, ...	21		40 0 0	...	...	768 0 0
		Mundiahoon, ...	19		155 12 0	...	...	637 12 0
		Total, ...	101		858 12 0	...	...	6,848 7 0
	MIRZAPORE.	Chunar, ...	16	Different dates.	930 0 0	...	159 0 0	1,089 0 0
		Huzoor Tahsil, ..	81		2,590 0 0	...	502 0 0	3,092 0 0
		Total, ..	97	...	3,520 0 0	...	661 0 0	4,181 0 0
		GRAND TOTAL, ...	1,486	...	43,167 0 3	...	860 15 0	58,083 10 3
		GRAND TOTAL OF 3 CIRCLES, ..	5,061	...	1,74,905 5 5	...	41,514 8 0	2,31,597 1 7

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES:
Bareilly, the 1st June, 1867.

DIX D.

General Education for the year 1866-67.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).—*Continued.*

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,826 0 0	...	1,826 0 0	...	...	5 8 0	...	
165 0 0	...	165 0 0	...	...	5 8 0	...	
1,991 0 0	...	1,991 0 0	...	...	5 8 0	...	
1,860 0 0	...	1,860 0 0	...	...	11 4 4	...	
8,268 0 0	...	8,268 0 0	...	...	3 7 6	...	
10,128 0 0	...	10,128 0 0	...	...	3 15 6	...	
305 0 0	3 0 0	308 0 0	...	...	2 5 11	0 0 4	
175 0 0	3 0 0	178 0 0	...	...	0 14 2	0 0 2	
450 0 0	4 0 0	454 0 0	...	...	1 2 1	0 0 1	
190 0 0	3 0 0	193 0 0	...	...	0 15 10	0 0 2	
190 0 0	2 0 0	192 0 0	...	...	2 15 10	0 0 4	
1,325 0 0	15 0 0	1,325 0 0	...	...	1 5 2	0 0 2	
1,255 4 0	...	1,255 4 0	...	...	10 2 0	...	
2,991 6 0	...	2,991 6 0	...	...	6 1 7	...	
1,012 0 0	...	1,012 0 0	...	...	6 5 0	...	
995 0 0	...	995 0 0	...	...	6 13 9	...	
757 8 0	...	757 8 0	...	...	1 9 4	...	
685 0 0	...	685 0 0	...	...	3 3 8	...	
7,676 2 0	...	7,676 2 0	...	...	5 0 7	...	
1,430 0 0	...	1,430 0 0	...	...	5 1 5	...	
296 0 0	...	296 0 0	...	...	2 1 4	...	
1,877 0 0	...	1,877 0 0	...	...	2 14 8	...	
225 8 0	...	225 8 0	...	...	2 8 0	...	
448 8 0	...	448 8 0	...	...	2 8 0	...	
1,249 0 0	...	1,249 0 0	...	...	2 2 3	...	
5,526 0 0	...	5,526 0 0	...	...	2 5 1	...	
650 0 0	2 0 0	652 0 0	...	...	3 0 3	0 0 2	
1,375 0 0	5 0 0	1,380 0 0	...	...	3 7 3	0 0 3	
3,835 0 0	6 0 0	3,841 0 0	...	...	3 10 5	0 0 2	
...	1 0 0	1 0 0	...	...	0 0 2	0 0 2	
735 0 0	1 0 0	736 0 0	...	...	10 13 2	0 0 1	
6,595 0 0	15 0 0	6,610 0 0	...	...	5 7 3	0 0 2	
3,545 0 0	245 11 0	3,789 11 0	...	...	19 13 2	0 0 2	
108 0 0	40 0 0	148 0 0	...	...	2 7 3	...	
1,126 0 0	379 0 0	1,505 0 0	...	...	10 0 3	...	
728 0 0	40 0 0	768 0 0	...	...	9 7 3	...	
482 0 0	155 12 0	637 12 0	...	...	6 5 1	...	
5,988 0 0	860 7 0	6,848 7 0	...	...	11 6 9	0 0 1	
930 0 0	159 0 0	1,089 0 0	...	...	6 0 3	...	
2,590 0 0	502 0 0	3,092 0 0	...	...	3 1 6	...	
3,520 0 0	661 0 0	4,181 0 0	...	...	3 8 9	...	
56,332 4 3	1,751 6 0	58,083 10 3	...	...	3 6 0	0 0 ½	
2,00,356 9 3	31,239 8 4	2,31,597 1 7	...	...	4 3 8	...	

M. KEMPSON,

Director of Public Instruction,

North-Western Provinces.

APPENDIX D.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools) for the year* 1866-67.

GOVERNMENT INSTITUTIONS.

Name of Institution.	Locality.	When Established	Number of Pupils on the Roll at the end of the year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the year.						Monthly rate of Schooling Fees.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Mahajani, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.,
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e	10.	11.	12.	13.	14.
Normal School, ...	Agra, ...	1st June, 1855,	95	7	...	102	89·8	102	...	...	...	102	...	From 1 to 4 ans.	10,170 8 3	...	0 0 0	1,739 6 10
Ditto, ...	Benares, ...	June, 1856, ...	111	24	...	135	123	50	...	110	...	125	...	...	10,994 8 0	...	0 0 0	0 0 0
Ditto, ...	Meerut, ...	1857, ...	52	38	...	90	88	55	...	50	...	40	...	...	7,920 12 4	...	519 2 8	1,737 11 7
Ditto, ...	Almorah, ...	1st Jany., 1860,	11	...	5	16	11	...	...	...	...	16	...	...	770 0 0	...	0 0 0	0 0 0
Ditto, ...	Ajmere, ...	1864, ...	12	...	...	12	11	...	...	...	...	12	...	...	403 3 0	...	0 0 0	0 0 0
Ditto, ...	Etawah, ...	1864, ...	42	...	...	42	38·34	...	...	...	...	42	...	...	110 0 0	...	0 0 0	600 0 0
Female Normal School,	Agra, ...	1st May, 1865,	24	...	...	24	19·17	...	...	...	...	24	...	...	1,750 0 1	...	0 0 0	585 2 5
Ditto, ...	Benares, ...	Ditto, ...	7	...	...	7	7	...	...	...	...	7	...	...	515 0 0	...	0 0 0	0 0 0
T. C. E. College, ...	Roorkee, ...	19th Octr., 1847,	44	21	71	136	124·72	75	...	61	...	...	...	...	72,385 0 0	...	0 0 0	0 0 0
Medical School, ..	Agra, ...	1854, ...	12	87	1	100	100	...	...	100	...	...	...	...	6,777 5 11	...	0 0 0	0 0 0
Total, ...	...	...	410	177	77	664	612·03	282	...	321	...	368	...	...	1,11,796 5 7	...	519 2 8	4,652 4 10

APPENDIX D.

TABLE No. 7.—*II. Institutions for General Education (including Normal Schools) for the year* 1866-67.—(Concluded.)

GOVERNMENT INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Receipts. Fees, Fines, &c	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual cost of educating each Pupil. Total Cost.	Annual cost of educating each Pupil. Cost to Government.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Normal School, ...	Agra, ...	1st June, 1855,	55 0 0	...	...	11,964 15 1	11,417 13 11	547 1 2	11,964 15 1	...	...	133 3 10	113 4 1
Ditto, ...	Benares, ...	June, 1856, ...	15 0 0	...	...	11,009 8 0	10,994 8 0	...	10,994 8 0	15 0 0	...	80 11 2	80 11 2
Ditto, ...	Meerut, ...	1857, ...	28 6 0	17 3 9	...	10,223 4 4	10,014 14 1	208 6 3	10,223 4 4	...	...	116 2 9	90 0 2
Ditto, ...	Almorah, ...	1st Jany., 1860,	...	...	...	770 0 0	770 0 0	...	770 0 0	...	...	70 0 0	70 0 0
Ditto, ...	Ajmere, ...	1864, ...	...	...	...	403 3 0	403 3 0	...	403 3 0	...	...	33 9 4	33 9 4
Ditto, ...	Etawah, ...	1864, ...	...	...	...	710 0 0	710 0 0	...	710 0 0	...	...	18 8 6	2 13 10
Female Normal School,	Agra, ...	1st May, 1865,	...	...	...	2,335 2 6	2,335 2 6	...	2,335 2 6	...	...	121 12 10	91 4 7
Ditto, ...	Benares, ...	Ditto, ...	...	...	...	515 0 0	515 0 0	...	515 0 0	...	...	16 6 10	16 6 10
T. C. E. College, ...	Roorkee, ...	19th Octr., 1847,	...	...	...	72,385 0 0	60,719 0 0	11,666 0 0	72,385 0 0	...	...	588 0 0	588 0 0
Medical School, ...	Agra, ...	1854, ...	...	...	...	6,777 5 11	6,777 5 11	...	6,777 5 11	...	...	67 12 3	67 12 3
Total, ...	...	...	98 6 0	17 3 9	...	1,17,093 6 10	1,04,656 15 5	12,421 7 5	1,17,078 6 10	15 0 0	..	176 5 3	168 6 0

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 12th June, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 8.—*II. Institution for Special or Professional Education (including Normal Schools) for the year* 1866-67.

PRIVATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average Daily Attendance.	Number of Pupils studying in each language at the close of the year.							Monthly rate of Schooling Fees.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.		English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Mahajani, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	9a.	9b.	9c.	9d.	9e.	9f.	10.	11.	12.	13.
																Rs. As. P.		
Mission Training School,	Meerut, ...	1865, ...	...	...	11	11	11	11	...	...	11	...	6	...	...	275 0 0	...	...
Male Normal School, ... Female Do. Do., ...	Sigra, ... Benares, ...	1861, ...	...	...	76	76	66	72	...	...	76	...	76	...	...	2,200 0 0	...	...
TOTAL, ...	...	...	...	...	87	87	77	83	...	...	87	...	82	...	...	2,475 0 0	...	...

APPENDIX D.

TABLE No. 8.—*II. Institution for Special or Professional Education (including Normal Schools) for the year* 1866-67.—(Concluded.)

PRIVATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Receipts.					Charges.			Excess of Receipts over Charges.	Excess of charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
			Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Govt.	
1.	2.	3.	14.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
			Rs As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		R. A. P.	R. A. P.	R. A. P.	
Mission Training School,	Meerut, ...	1865	...	...	...	358 14 10	633 14 10	608 12 10	25 2 0	633 14 10	...	...	57 10 0	25 0 0	
Male Normal School, ... Female Do. Do., ...	Sigra, ... Benares, ...	1861	457 13 0	...	...	5,020 0 0	7,677 13 0	8,191 9 0	307 12 0	8,499 5 0	...	821 8 0	127 9 0	27 12 0	
TOTAL, ...	...	...	457 13 0	...	...	5,378 14 10	8,311 11 10	8,800 5 10	332 14 0	9,133 3 10	...	821 8 0	118 9 9	32 1 8	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES :
Bareilly, the 12th June, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 9.—*Abstract of Attendance at the Government and Private Institutions during the year* 1866-67.

		Number attending Colleges.	Superior Schools	Inferior Schools	Total	Remarks.
GENERAL EDUCATION,	Government, ...	1,216	1,111	1,31,112	1,33,439	
	Private, ...	1,231	16,609	57,548	75,388	
SPECIAL EDUCATION,	Government, ...	236	327	185	748	
	Private, ...	...	76	11	87	
	TOTAL, ...	2,683	18,123	1,88,856	2,09,662	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES
Bareilly, the 25th August, 1867.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 10.—*Abstract of Receipts and Charges at the Government and Private Institutions for the year* 1866-67.

		Receipts.				Charges.				Remarks.
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.	
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education,	Government, ...	1,83,329 9 10	39,177 13 4	3,66,309 8 4	5,88,816 15 6	1,69,697 0 3	39,076 0 3	3,37,025 13 3	5,46,068 13 9	
	Private, ...	56,845 0 11	2,44,412 5 8	2,31,597 1 7	5,32,854 8 2	58,060 14 6	2,39,831 10 4	2,31,597 1 7	5,29,489 10 5	
Special Education,	Government, ...	79,162 5 11	33,197 11 5	3,963 0 6	1,16,323 1 10	79,162 5 11	33,182 11 5	3,963 0 6	1,16,308 1 10	
	Private, ...	...	7,677 13 0	633 14 10	8,311 11 10	...	7,677 13 0	633 14 10	8,311 11 10	
	Total, ...	3,19,337 0 8	3,24,465 11 5	6,02,503 9 3	12,46,306 5 4	3,07,190 4 8	3,19,768 3 0	5,73,219 14 2	12,00,178 5 10	

Office of Director of Public Instruction,
N. W. Provinces:
Bareilly, the 25th August, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 11.—*Abstract of Grants-in-Aid received by Private Institutions during* 1866 67.

	Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
	Rs.	Rs.	Rs.	Rs.	
General Education, ...	18,455 4 0	1,23,462 10 8	30,295 0 0	1,72,212 14 8	
Special Education, ...	... 0 0	2,200 0 0	275 0 0	2,475 0 0	
TOTAL, ...	18,455 4 0	1,25,662 10 8	30,570 0 0	1,74,687 14 8	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N W PROVINCES:
Bareilly, the 30th August, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year 1866-67, at each Institution for the last five years.*

Colleges and Schools.	1862-63.			1863-64.			1864-65.			1865-66.			1866-67.		
	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Government.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Government, College, Agra, ...	276·2	41,739 1 10	151 4 0	258	42,143 7 7	163 5 7	266·6	45,238 4 7	170 0 0	247·4	49,539 12 5	200 9 0	287·39	55,992 9 2	161 5 9
" " Bareilly, ...	302·6	34,628 0 0	111 0 0	314	38,880 0 0	123 13 1	309	41,174 0 0	133 4 0	265	39,889 7 2	150 0 0	268	41,518 6 2	154 14 8
" " Benares, ...	411·75	57,294 10 4	139 1 0	441	64,630 12 9	146 8 10½	502	69,576 11 1	138 9 7	528	69,486 8 11	131 9 7	601	72,456 0 11	112 8 1
" School, Ajmere, ...	148	17,581 2 3	104 0 6	153·5	18,440 10 10	120 2 0	169·8	19,723 10 6	116 0 4	197·9	20,149 7 7	101 12 3	275·46	21,519 6 3	65 6 6
Hume's High School, Etawah, ...	206	7,626 4 11	37 0 4	306	9,095 13 3	29 9 4	...	...	4 0 0	358	11,551 1 3	32 4 3	408	11,460 15 3	27 10 10
Anglo-Vernacular School, Allygurh, ...	143	2,740 2 4	19 2 7	156	2,605 1 8	16 10 7	175	3,351 8 7	19 2 5	206	3,757 3 5	18 4 7	218	3,309 5 1	15 2 10
" " Shahjehanpore, ...	52	2,044 15 8	39 5 3	77	2,676 6 4	34 12 2	137	3,072 5 11	22 6 10	120	2,620 6 0	20 5 0	98	2,786 5 8	28 6 10
Tahsili Schools.															
1st Circle, Department of Public Instruction, North-Western Provinces, No. 66 ...	4,073	20,301 14 8	5 6 5	4,354	18,620 9 9	4 4 5	5,996	23,495 9 8	4 9 9	7,126	27,893 6 6	3 14 7	6,419	27,010 5 11	4 3 5
2nd Circle, " " " 78 ...	5,297	21,581 6 10	4 1 2	4,937·11	29,951 9 1	6 1 0	5,672	19,220 3 0	3 6 2	5,724 83	31,280 0 10	5 2 9	6,094·43	23,796 9 3	3 14 5
3rd Circle, " " " 55 ...	2,994 28	18,865 13 7	6 4 9	2,463·39	14,231 7 5	5 12 5	2,613	15,446 6 5	5 11 7	2,689 28	15,230 2 1	5 10 7	3,370 93	12,210 9 10	3 9 10
Kumaon Circle, " " " 38 ...	1,168	4,354 7 7	3 11 8	1,221	4,263 8 2	3 12 10	1,409	4,600 11 3	3 4 3	1,306	5,113 4 6	3 14 7	1,468	4,770 10 5	3 4 0
Ajmere Circle, " " " 30 ...	415·9	1,418 15 1	5 7 5	404·5	1,610 3 5	4 0 0	583·4	2,135 5 5	4 1 9	639·2	2,587 14 0	4 0 9	577	3,705 10 5	6 6 9
Hulqabundi Schools.															
1st Circle, Department Public Instruction, North-Western Provinces, No. 823 ...	22,455	74,233 9 1	3 4 10	231·87	75,027 10 4	3 3 9	24,116	80,173 1 10	3 5 2	21,664	70,973 6 11	2 14 4	21,866	69,359 12 1	3 2 9
2nd Circle, " " " 1110 ...	26,225·30	72,791 15 5	2 12 4	26,455·57	73,187 2 10	2 12 3	27,448	79,103 15 11	2 14 1	27,231	81,623 2 2	2 1 7	30,433·78	79,648 11 9	2 9 10
3rd Circle, " " " 1228 ...	28,919·52	73,258 14 5	2 8 6	29,011·15	37,510 14 7	2 14 0	27,529	84,446 9 9	3 1 0	28,563	79,542 5 4	2 12 6	30,836·87	82,975 3 3	2 0 8
Kumaon Circle, " " " 41 ...	959	706 12 3	0 11 10	937	2,350 13 9	2 8 2	991	3,162 13 5	3 3 1	841	3,218 1 4	3 12 3	947	3,066 4 2	3 3 9
Female Schools.															
1st Circle, Department Public Instruction, North-Western Provinces, No. 137 ...	330	646 13 11	1 15 4	1,277	3,562 10 8	2 12 7	2,882	6,800 2 3	2 5 9	3,006	9,701 6 9	3 3 7	2,227	9,086 10 8	4 1 3
2nd Circle, " " " 237 ...	465·52	3,187 6 3	6 13 2	437·85	5,526 6 10	12 10 4	2,365	3,140 11 7	1 5 2	3,630	14,360 0 4	3 15 3	4,499·67	16,877 4 7	3 12 0
3rd Circle, " " " 95 ...	...	...	...	96·93	368 0 10	4 1 5	929	1,898 5 1	2 0 9	1,036·44	4,014 15 4	3 14 0	1,286·42	4,217 14 0	2 7 3

APPENDIX D.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1866-67, *at each Institution for the last five years.*—(Continued.)

Colleges and Schools.	1862-63.			1863-64			1864-65.			1865-66.			1866-67.		
	Average Attendance	Total Cost.	Cost of Educating each Pupil	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance	Total Cost.	Cost of Educating each Pupil.
General Education—Private.		Rs As P.	Rs. As. P.		Rs. As P.	Rs. As. P.		Rs. As. P.	Rs As. P.		Rs. As. P.	Rs. As P.		Rs. As. P	Rs. As. P
St. John's College, Agra, ...	72	12,732 0 0	176 13 4	183	13,341 10 0	72 14 5	247	14,830 7 6	60 0 7	304	16,020 0 0	52 8 8	352·5	18,200 5 9	51 10 1
St. Peter's „ „ ...	202	11,503 5 0	56 15 0	72	10,878 9 8	151 1 5	48	8,929 12 4	186 0 9	59	10,356 7 2	175 8 4	59	12,779 13 4	216 9 8
Secundra School, „ ...	...	...	...	278	3,125 6 6	11 3 10	282	3,604 4 7	12 12 6	272	3,920 3 9	14 6 7	273	5,400 2 0	19 12 5
Victoria College, „ ...	277	1,285 0 0	4 10 3	306	3,798 8 6	12 6 7	304	12,644 6 3	41 9 6	305	12,145 8 0	44 0 0	250	12,166 4 0	48 10 7
Mofid-ám-School, „ ...	135	1,166 0 0	8 10 2	89	1,206 0 0	14 0 0	96	2,841 0 0	29 9 6	126	2,744 0 0	21 12 5	176	2,741 5 0	15 9 2
Canning Protestant School, Agra, ...	...	...	...	...	...	...	45	8,583 3 9	190 11 9	...	...	...	No re	turn received.	
Jay Narain's College and Free School, Benares, ...	315	14,635 9 0	46 9 11	303	14,302 5 9	47 3 3	326 50	15,904 1 6	48 11 4	367	16,508 6 0	44 15 8	427	14,914 7 5	34 14 10
Mission Female School, Benares, ...	130	1,272 0 0	9 12 6	120	1,967 0 0	16 6 3	145	2,233 0 0	15 6 4	162	2,795 9 6	17 1 2	150	2,7.4 0 0	18 1 6
„ Orphan „ „ ...	83	2,856 0 9	34 6 6	140	4,860 0 0	34 11 5	148	2,022 0 0	13 10 7	130	3,385 0 0	26 0 0	177	2,790 2 0	15 12 2
Bengali Tola Preparatory School, Benares, ..	...	...	...	...	...	...	91	1,454 3 1	15 15 8	112	3,474 9 6	14 4 6	103	1,842 5 0	17 14 0
High School, Allahabad, ..	...	...	...	73	4,646 10 5	63 10 5	76	7,998 0 0	105 3 9	97	8,309 4 0	85 10 8	No re	turn received.	
Mission Boys School, „ ...	...	...	...	45	270 0 0	6 0 0	62	360 0 0	5 12 0	64	360 0 0	5 10 0	70	660 0 0	9 6 11
Parish School, „ ...	...	...	...	...	...	...	81	1,695 8 9	20 14 11	79	1,432 12 3	18 2 2	72	1,309 6 9	18 3 0
Mission School, Azimgurh, ...	112	2,207 0 9	13 2 0	141	4,859 10 3	34 7 6	142	5,608 15 1	40 7 3	170	5,063 0 0	29 12 6	222·8	5 234 5 13	24 6 2
„ Girls' „ „ ...	..	..	26 9 11	...	..	...	21	498 13 2	33 12 1	57	746 0 0	13 1 6	46 83	550 0 0	11 15 3
Mission School, Almorah, ...	101	2,574 14 6	...	102	2,600 5 4	25 7 9	103	2,663 11 0	25 13 9	92	3,048 0 0	33 2 1	156	4,019 13 6	25 12 3
„ (Orphan Girls' School, Bareilly, ...	...	...	...	130	3,282 2 6	27 8 11	137	3,057 8 1	22 6 3	121	3,264 0 0	26 12 0	125	3,267 0 0	25 11 7
Municipal Committee's „ „ ...	...	...	...	...	...	...	306	4,373 11 6	14 4 8	30	816 0 0	27 3 2	392	9,091 11 11	23 6 5
Mission School Church of England „ ...	...	...	...	34 66	241 15 0	7 0 0	26	960 0 0	38 13 6	31	525 8 0	16 15 3	31	770 0 0	24 11 0
Inghshgunj Anglo-VernacularSchool,Bareilly,	...	...	...	...	...	...	115	1,961 1 6	17 0 10	334	7,968 12 0	23 13 9	20	190 14 3	9 8 9
Mission School, Bijnour, ...	39	684 0 0	17 8 7	99	1,141 0 0	11 8 5	50	960 0 0	19 3 2	46	2,037 4 0	44 4 7	50	1,432 1 0	23 13 10
„ „ Najibabad, ...	36	282 7 1	7 13 6	63	608 0 0	9 10 5	65	720 0 0	11 1 3	91	345 0 6	14 12 5	52	1,193 10 8	19 4 0
„ „ Budaon, ...	21	174 0 0	8 4 7	60	336 0 0	5 9 7	30	478 15 5	15 15 5	95	547 0 0	5 12 1	100	893 15 0	7 11 2
„ „ Chunar, ...	91	1,648 8 0	13 13 3	102	1,656 0 0	16 13 9	146	795 0 0	5 7 1	144	2,256 0 0	13 9 4	172	1,839 7 3	10 11 0
Christ's Church School, Cawnpore, ...	145	5,357 3 0	36 15 0	136	6,070 15 9	44 10 3	363	9,449 7 9	26 0 6	240	9,410 0 0	37 2 0	207	8,774 0 0	42 6 2
Orphan School (Boys' and Girls') Cawnpore,	...	...	...	...	...	...	86	3,710 0 0	43 2 3	121	2,821 1 6	24 8 6	No re	turn received.	
Mission School, Dehra Doon, ...	180	2,386 8 6	13 4 1	174	3,418 10 0	19 10 4	172	2,172 0 0	12 10 0	157	4,845 0 9	37 4 3	115	3,373 2 3	23 1 0

„ Girls' School, Dehra Doon, ...	38	1,306 0 0	34 5 11	34	2,520 0 0	74 2 0	36	1,200 0 0	38 5 4	33	2,596 0 0	78 0 0	32	2,371 2 0	74 2 6
Mission School, Rajpore, ...	...	...	...	...	...	...	34	1,032 0 0	30 5 8	40	1,212 0 0	13 4 10	35	112 0 0	3 3 2
„ Girls' School, Etawah, ...	...	...	...	93	1,040 0 0	11 3 0	222	1,623 0 0	7 5 0	246	945 9 0	3 13 6	224	1,353 14 9	6 0 8
City High School, Furruckabad, ...	281	2,124 0 0	7 8 11	225	3,124 0 0	13 14 2	281	4,468 14 0	15 14 5	250	4,397 13 0	17 9 6	260	5,126 7 0	19 5 4
Rekha Mission School, Futtehgurh, ...	...	...	...	...	...	...	91	1,980 15 3	21 12 4	87	2,390 3 0	27 7 7	99	2,255 11 11	22 13 8
Mission School, Ghazeepore, ...	145	2,971 4 9	14 3 5	180	3,245 0 6	18 1 5	230	3,743 11 1	16 4 5	280	3,395 7 3	12 9 2	308	3,958 15 5	12 13 9
„ „ Goruckpore, ...	30	250 0 0	7 12 0	30	370 0 0	12 5 4	321	6,187 0 0	20 0 0	162	6,478 10 0	39 15 9	375	6,162 0 0	16 6 11
„ „ Muttra, ...	...	2,401 12 0	...	89	2,865 8 8	32 3 0	70	2,646 13 5	37 13 0	63	4,328 11 0	40 14 10	74	2,522 4 10½	34 1 3
„ „ Meerut, ...	90	3,912 0 0	43 7 5	105	3,886 8 0	37 0 3	117	3,221 5 8	29 3 11	140	4,252 4 3	30 6 0	152	5,004 10 1	29 4 3
Native Girls' School, Meerut, ...	...	...	...	...	...	...	20	708 9 0	35 6 5	20	785 8 0	39 4 5	18	471 13 5	41 3 4
Mission School, Kunkurhera, Meerut, ...	...	...	...	...	...	...	23	342 4 0	14 14 1	18	298 14 9	16 9 8	15	255 10 9	18 15 0
„ „ Ikla, „ ...	...	...	...	...	...	...	12	186 0 0	15 8 0	16	197 14 0	12 6 0	14	124 9 0	7 12 0
„ „ Jounpore, „ ...	...	...	...	95	4,551 11 0	35 4 4	95	2,632 9 3	27 11 5	180·87	3,627 9 9	20 2 3	99·04	2,922 5 0	29 8 3
„ „ Zaffrabad, „ ...	...	...	...	...	...	...	52	644 11 0	12 6 4	56	974 5 0	17 6 0	43·87	845 7 0	19 11 6
„ (Boys) School, Mynpoorie, ...	198	1,148 5 9	5 12 9	208	2,062 0 0	9 14 7	125	2,832 0 0	22 10 6	164·83	2,727 1 10	16 8 8	196	1,844 0 0	9 6 6
„ (Girls') „ „ ...	...	...	...	...	...	...	37	624 0 0	17 14 0	153	924 0 0	6 0 0	...	...	.
„ School, Moradabad, ...	66	724 8 0	10 15 8	75	1,410 0 0	18 12 10	128	1,231 2 0	9 9 10	140	3,291 14 0	23 8 2	131	2,993 9 0	17 13 3
Subscription School, „ ...	...	..	...	...	...	...	102	2,534 4 4	24 13 6	135	5,874 6 3	43 8 3	128	4,928 6 2	38 8 0
„ „ Bulundshahr, ...	...	...	...	...	...	...	108	3,023 4 2	28 0 0	137	3,229 5 3	23 9 1	14	336 7 0	28 0 6
„ „ Mirzapore, ...	...	...	...	...	...	...	125	2,249 1 6	17 14 9	268·55	5,731 13 3	21 5 6	258·31	5,730 15 0	22 3 5
Maharajah of Benares' School, Gyanpore, ...	...	...	...	...	...	...	38	704 2 3	18 8 6	56·95	1,303 5 3	23 15 0	50	1,223 14 0	24 3 8
„ „ „ Bhudrowli, ...	...	...	...	...	...	...	71	384 8 11	5 6 8	50·51	263 0 0	5 2 6	32·48	343 0 0	10 0 9
Mission School, Nynee Tal, ...	373	1,272 0 0	28 0 0	25	1,370 0 0	54 12 9	89	1,518 0 0	17 1 0	86	1,850 0 0	22 10 9	109	1,624 0 0	14 4 4
Vernacular School, Ajmere, ...	...	...	...	...	...	...	99	600 0 0	6 0 8	125	576 0 0	4 9 8	4[illegible]	202 0 0	4 14 10
Mission School, Roorkee, ...	...	...	...	61	685 15 9	11 4 0	52	3,375 14 0	64 14 11	90	3,181 13 11	35 5 6	105	2,724 2 0	21 12 8
„ „ Shahjehanpore, ...	...	...	...	110	2,103 0 0	19 2 0	85	1,209 1 1	14 3 6	105	1,600 0 0	15 13 9	133	1,911 0 0	14 5 6
„ „ Seharunpore, ...	...	...	...	92	2,566 0 0	57 11 0	129	3,976 5 9	30 13 2	128	4,073 6 6	31 3 2	113	2,644 8 0	16 6 0
Subscription School, Sherekote, ...	100	255 0 0	2 8 6	92	307 6 8	3 5 6	80	465 2 0	5 13 0	79	417 2 0	5 4 6	61	431 9 0	7 1 2
„ „ Gurhi, ...	26	142 0 0	5 7 6	29	185 2 0	6 6 2	41	202 6 0	4 14 11	41	172 0 0	4 3 1	44	251 10 0	5 11 6
„ „ Soorjun Nugeer, ...	53	114 12 3	2 2 8	50	170 0 0	3 6 5	49	277 12 9	5 10 9	47	279 12 0	5 15 3	33	225 12 5	6 13 6
„ „ Hauper, ...	...	...	...	26	291 1 1	11 3 1	40	537 10 0	13 7 1	25	518 4 4	20 11 8	48	640 5 4	13 10 5
„ „ Tajpore, ...	...	...	...	41	60 6 0	1 7 7	78	313 15 6	4 6 7	84	362 5 0	4 5 0	76	303 3 4	3 15 10
„ „ Pooraynie, ...	...	...	...	21	46 11 8	2 3 7	28	159 12 0	5 11 3	31	167 7 0	5 6 5	34	121 12 0	3 9 4
„ „ Sheregurh, ...	...	...	...	19	31 10 4	1 10 7	23	148 0 0	6 6 11	}					
„ „ Julpoora, ...	...	...	...	21	46 7 6	2 3 5	31	139 0 0	4 7 9	} 43	308 12 0	7 2 11	31	248 1 0	8 0 0
„ „ Chandpore, ...	17	119 10 0	7 0 7	18	127 2 0	7 1 0	21	99 4 0	4 11 7	}					
„ „ Tanda Afzul, ...	...	...	...	23	49 10 0	2 2 6	29	143 14 0	4 15 5	43	303 12 0	7 2 11	23	90 7 2	3 14 11
Mission School, Generalgunj, Cawnpore, ...	...	...	...	...	...	...	...	...	...	154	2,778 0 0	18 0 0	180·19	3,541 0 0	19 10 9
A. V. School, Victoria Branch, Muttra, ...	...	...	...	...	...	...	...	...	...	81	1,420 4 0	17 8 7	78	1,388 4 0	17 12 9
American Mission Orphan School, Shahjehanpore, ...	...	...	...	110	2,103 0 0	19 2 0	85	1,209 1 1	14 3 6	88	2,277 0 0	25 4 0	87	1,815 0 0	20 13 9
A. V. School, Victoria Branch, Belungunj, Agra, ...	...	...	...	...	...	...	...	...	...	65	730 10 0	11 3 8	78	702 8 0	9 0 1
„ „ Gokulpoorah, Agra, ...	...	...	...	...	...	...	...	...	...	62	734 12 0	11 13 7	55	703 8 0	12 12 8
„ „ Cantonment, „ ...	..	...	...	...	...	...	...	...	...	85	1,216 12 0	14 4 0	70	1,165 4 0	16 10 4
American Mission City School, Bareilly, ...	...	...	...	...	...	...	...	...	...	54	1,600 0 0	29 10 1	72	1,825 14 3	25 6 4
American Mission School, Kant (Moradabad),	...	...	...	...	...	...	...	...	...	50	764 4 0	15 4 6	106	718 6 0	6 12 0
„ Babukhera, „ ...	...	...	...	...	...	...	...	...	...	107	865 0 0	8 0 0	119	794 0 0	5 13 0
„ Sumbhul, „ ...	...	...	...	...	...	...	...	...	...	60	1,393 9 6	23 3 7	230	2,301 11 6	7 11 2

APPENDIX D.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year 1866-67, at each Institution for the last five years.*—(Continued.)

Colleges and Schools.	1862-63.			1863-64.			1864-65.			1865-66.			1866-67.		
	Average Attendance	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.
General Education—Private.		Rs. As. P.	Rs. As P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As P.
Choudri Umrao Singh's School, Sherekote,...	...	...	...	...	...	...	...	...	...	79	480 0 0	6 1 4	16	457 12 9	29 3 9
Raja Purtab Singh's School, Tajpore, ...	...	...	...	...	...	...	...	...	...	15	480 0 0	32 0 0	31	440 5 11	14 7 5
Christain Village School, Dehra Doon, ...	...	...	...	...	...	...	...	...	...	45	1,150 0 0	25 8 9	56	537 8 8	9 12 9
Dr. Whitall's School, Mitiberri, ...	...	...	...	...	...	...	...	...	...	28	144 0 0	5 2 2	15	88 0 0	3 8 3
Four American Mission Schools, Moradabad,	...	...	...	...	...	...	...	...	...	141	805 8 0	5 11 4	90	697 5 0	6 9 2
Raja Sheoraj Singh's Schools, Kashipore, ..	...	...	...	...	...	...	...	...	...	20	480 0 0	24 0 0	20	410 12 0	20 8 6
Hurmut Khan's School, Pindrawal, ...	...	...	...	...	...	...	...	...	...	15	342 14 0	22 14 0	14	336 7 0	28 0 6
A. V. School, Pillibheet, ...	108	3,036 3 2	28 1 10	89	2,858 4 0	32 1 10	88	3,021 10 0	34 5 5	86	3,102 0 0	36 1 1	75	2,906 0 0	38 11 10
" Banda, ...	...	...	...	...	...	...	79·97	1,275 4 0	12 6 1	73·61	1,418 9 0	13 4 1	89·97	1,650 0 1	15 11 5
" Kote, ...	...	...	...	...	...	...	18·12	462 5 0	25 10 5	49	196 12 6	3 5 11	51·26	498 7 6	7 11 9
" Budaon, ...	...	...	...	44	911 1 10	20 11 4	80	1,443 15 2	18 0 9	112	2,184 6 1	19 8 1	114	2,948 4 5	25 13 9
" Bijnour, ...	36	118 9 3	3 4 8	40	712 15 6	17 3 2	39	784 0 9	27 0 9	57	2,284 14 7	40 1 11	74	2,384 14 6	32 3 8
" Bulundshahr, ...	31	234 13 7	7 9 3	75	1,419 12 6	18 14 11	67	1,509 15 7	22 8 7	67	1,908 5 0	28 7 9	72	1.680 2 8	23 5 4
" Muzuffernuggur, ...	16	514 15 10	32 10 0	35	1,214 10 3	34 11 3	40	1,462 10 5	36 9 1	57	1,527 2 11	26 12 8	64	1,512 13 0	23 10 2
" Seharunpore, ...	28	194 9 3	4 8 5	49	857 13 5	17 8 1	48	1,154 5 5	25 10 6	50	1,059 10 5	21 3 1	58	1,215 1 5	20 15 2
" Meerut, ...	...	...	...	...	...	...	11	143 4 9	13 0 5	73	1,425 15 2	19 8 6	105	1,741 13 9	16 9 5
" Amroha, ...	...	...	...	...	...	...	61	229 14 6	3 12 3	130	1,596 8 3	12 6 4	108	1,749 3 1	16 3 2
" Chundousi, ...	...	...	...	...	...	...	17	260 12 5	15 5 5	38	1,252 14 10	32 15 11	35	1,197 5 6	34 3 4
" Secundra Rao, ...	...	...	...	...	...	...	18	1,133 8 5	62 15 2	34	963 6 0	28 5 4	41	1,109 13 0	27 1 1
" Hatras, ...	...	...	...	...	...	...	20	388 0 0	19 6 5	42	1,098 4 4	26 2 4	42	1,041 10 9	24 12 10
" Futtehpore Sicri, ...	...	...	...	...	...	...	65·55	1,408 4 3	23 0 2	65·4	1,668 12 5	25 10 6	104·13	1,516 15 8	14 9 2
" Cawnpore, ...	...	...	...	...	...	...	14·49	213 2 3	14 11 4	42·16	656 10 9	15 9 3	65·87	788 6 2	11 15 5
" Sangawan, ...	...	...	...	...	...	...	...	...	...	31·42	400 2 7	12 11 7	38·92	451 12 6	11 9 9
" Nurwul, ...	...	...	...	...	...	...	28·12	97 1 7	3 7 3	19·94	417 0 0	20 14 7	38·77	333 13 1	8 9 9
" Najufgurh, ...	...	...	...	...	...	...	7	70 5 10	10 0 10	20·32	300 0 0	14 12 3	31·98	281 6 0	1 12 9
" Ghatumpore, ...	...	...	...	...	...	...	17·23	263 3 10	15 4 5	21·25	404 13 5	19 0 2	20·33	400 6 0	19 11 1
" Bilhour, ...	...	...	...	...	...	...	23·42	204 10 11	8 11 10	28·8	370 0 0	13 2 6	39·82	417 9 9	10 7 10
" Sheoli, ...	...	...	...	...	...	...	...	...	...	18 75	328 2 4	17 8 0	69·58	260 3 11	3 11 10

"	Bithoor,	...	...	...	...	...	...	...	...	...	...	...	30 38	490 0 0	16 2 1	34 85	430 11 1	12 5 9
"	Akberpore,	...	...	...	...	...	...	...	61·65	308 14 6	5 0 2	49 47	456 4 4	9 3 7	48 45	398 10 9	8 3 8
"	Dehrapore,	...	...	...	...	...	...	...	37·15	628 14 6	16 14 10	32 51	1,871 12 0	57 9 2	31 89	566 5 9	17 6 4
"	Etah,	...	...	...	...	...	...	...	11·98	736 15 10	61 8 4	44	1,036 3 8	23 8 10	122·67	2,471 6 4	20 2 4
"	Ouriyah,	...	...	...	...	...	...	...	8·25	405 8 6	49 2 0	6·63	159 8 0	28 15 9	...	...	...
"	Phupphoond,	...	...	...	...	...	...	...	23·71	498 3 6	21 0 3	30·66	507 0 0	16 7 6	64	608 7 6	9 9 4
"	Furruckabad,	...	...	...	...	...	...	...	70·62	647 13 3	9 9 6	78	720 0 0	9 3 8	63·82	663 13 6	10 6 6
"	Chibramow,	...	...	...	...	...	...	...	68 84	375 0 0	5 7 2	95	533 8 0	5 9 9	85·86	729 14 3	8 8 0
"	Bhishengurh,	...	...	...	...	...	...	...	...	...	...	23	356 8 0	15 8 0	16 36	220 5 0	13 7 6
"	Tirwa,	...	...	...	...	...	...	...	13 36	135 11 7	10 10 6	22	480 0 0	21 13 1	27 36	452 7 6	16 8 7
"	Jalalabad,	...	...	...	...	...	...	...	35·18	315 0 0	8 15 3	32	365 0 0	11 6 6	35 63	320 8 6	8 15 11
"	Shamshabad,	...	...	...	...	...	...	...	45·20	351 8 0	7 12 5	46	421 5 8	9 2 7	41	454 9 6	11 1 2
"	Hamirpore,	...	...	...	...	...	...	...	21	659 12 0	31 6 8	16	689 12 6	43 1 9	20	643 0 6	32 2 5
"	Calpi,	...	...	...	...	...	...	...	22·23	748 12 3	33 10 11	27·94	681 15 7	24 6 0	25·27	635 12 6	25 2 7
"	Lullutpore,	...	...	...	...	...	...	...	49	313 7 9	6 6 4	48	411 5 11	8 9 2	48	422 8 0	8 12 10
"	Muthra,	...	...	...	...	...	...	...	47·73	837 15 6	17 8 11	62 38	892 15 6	14 4 9	63 71	1,026 6 6	16 1 9
"	Bindrabun,	...	...	...	...	...	...	...	8	93 6 9	11 10 10	39	421 7 4	10 12 11	95	2,462 7 0	25 14 8
"	Mynpoory,	...	...	...	...	...	...	...	53·87	347 11 6	6 7 3	83·44	932 1 6	11 14 3	159 22	984 4 0	6 2 8
"	Shikohabad,	...	...	...	...	...	...	...	33·25	351 14 6	10 9 4	32·35	365 5 8	11 4 8	20 75	277 14 4	13 6 3
"	Cannington,	...	...	...	...	...	...	...	162·69	2,286 12 0	14 0 11	218 84	3,099 7 2	14 2 7	289 74	4,071 7 0	14 1 4
"	Phoolpore,	...	...	...	...	144·34	743 1 9	4 8 11	102 93	808 4 0	7 13 7	65 49	2,611 10 6	39 14 3	79·65	1,124 1 0	14 1 10
"	Futtehpore,	...	...	...	...	92	358 10 10	3 14 4	66 96	1,394 14 0	20 13 5	66·97	1,348 5 0	20 2 2	99 59	1,342 8 0	13 7 8
"	Haswa,	...	...	...	...	54	309 1 8	5 11 8	39·88	562 8 0	14 1 2	39·51	541 13 0	13 11 5	36 41	539 2 6	14 12 9
"	Jahanabad,	...	...	...	...	61 5	409 1 10	6 10 7	58 35	726 6 0	12 7 2	76 67	1,289 4 9	16 13 2	73 72	1,407 3 0	19 1 7
"	Madanmow,	...	...	...	...	...	...	...	...	...	...	22·01	491 11 0	22 4 11	35·65	542 10 6	15 3 7
"	Ballia,	...	...	...	...	77·5	965 1 7	12 7 3	89·11	1,133 6 9	12 11 6	82·25	1,076 2 0	13 1 3	76 45	1,088 4 2	10 14 1
"	Kurchana,	...	...	...	...	...	...	...	21·08	190 8 2	9 7 6	20·41	683 5 6	33 7 8	42 41	476 2 6	11 3 8
"	Kura,	...	...	...	...	...	...	...	65 64	265 4 6	3 13 10	60·41	709 5 3	11 11 10	70·26	643 2 0	9 2 5
"	Handia,	...	...	...	...	...	...	...	...	...	...	42·36	490 6 3	11 9 3	49 44	757 6 0	15 5 0
Subscription	School, Atrowli,	...	...	...	...	...	...	...	...	...	...	13	321 12 6	24 12 0	24	710 4 11	37 6 1
"	Sahswan,	...	...	...	...	...	...	...	...	...	...	21	72 0 0	3 6 10	21	554 0 0	26 6 1
"	Jalalabad,	...	...	...	...	...	...	...	...	...	...	22	30 0 0	1 5 10	23	550 4 10	24 5 9
"	Powayan,	...	...	...	...	...	...	...	...	...	...	12	47 9 6	3 15 6	15	491 11 0	32 11 9
"	Dasna,	...	...	...	...	...	...	...	...	...	...	23	371 0 0	16 2 1	50	242 2 10	5 8 0
"	Burouth,	...	...	...	...	...	...	...	...	...	...	72	206 0 0	2 13 9	50	452 3 0	9 0 8
"	Tajgunge,	...	...	...	...	...	...	...	44 62	249 12 5	5 9 7	47·15	218 10 7	40 10 3	46·08	358 7 0	7 12 7
"	Etmadpore,	...	...	...	...	...	...	...	28 50	270 14 6	9 8 1	19·25	197 8 0	10 4 2	25	373 2 0	14 14 10
"	Ferozabad,	...	...	...	...	...	...	...	30·75	286 6 6	9 5 0	35·25	286 12 0	8 2 5	38	354 3 0	9 5 2
"	Suchendi,	...	...	...	...	...	...	...	...	...	...	10·56	120 0 0	11 5 9	19·38	189 5 7	9 12 4
"	Sheorajpore,	...	...	...	...	...	...	...	...	...	...	45·19	210 0 0	4 4 4	45 1	88 0 0	1 15 3
"	Mushta,	...	...	...	...	...	...	...	...	...	...	19·14	180 0 0	9 6 6	...	...	...
"	Khanpore,	...	...	...	...	...	...	...	32·10	108 14 6	3 6 5	23·17	250 0 0	10 12 8	28·82	251 7 8	8 6 11
"	Kasgunge,	...	...	...	...	...	...	...	9 28	586 6 6	63 3 0	21	667 4 7	31 12 5	...	...	...
"	Behar,	...	...	...	...	...	...	...	18 84	27 0 0	1 6 1	25	180 0 0	7 3 2	...	...	...
American M. Ver. Female School, Meerut,...		...	...	...	...	..	...	...	...	...	...	8	92 0 0	11 8 0	18	741 13 5	41 3 4
Indigenous-School, 1st Circle, D. P. I., No. 2414		27,068	1,20,832 5 7	4 4 9	27,145	1,08,331 13 3	3 15 10	25,527	1,09,297 13 2	4 1 11	25,681	1,05,870 12 11	4 1 11	24,700	1,03,836 5 7	4 3 4
"	2nd " " 1161	13,218·66	67,684 15 0	5 1 11	11,054·57	69,335 1 11	1 11 11	10,730·50	67,911 4 6	6 5 3	11,711	69,359 12 3	5 13 0	12,152	69,677 1 9	5 11 8
"	3rd " " 1486	15,599 14	71,002 0 1	4 8 9	14,634	73,246 15 0	5 0 1	14,020·65	67,175 11 9	4 12 8	14,392	58,168 14 3	4 0 8	14,063 37	58,083 10 3	3 6 0

APPENDIX D.

TABLE No. 12.—*General Statement of Attendance and Cost of Education for the year* 1866-67, *at each Institution for the last five years.*—(Concluded)

Colleges and Schools.	1862-63.			1863-64			1864-65.			1865-66.			1866-67.		
	Average Attendance	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.	Average Attendance	Total Cost.	Cost of Educating each Pupil.	Average Attendance.	Total Cost.	Cost of Educating each Pupil.
Special or Professional Educational Institutions—Government.		Rs. As. P.	Rs. As. P.		Rs. As P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As P.		Rs. As. P.	Rs. As. P.
Normal School, Agra, ...	133	11,280 14 0	84 13 4	127	11,797 8 3	82 14 0	124	12,094 2 7	97 8 6	116	14,557 1 9	122 5 3	89 8	11,964 15 1	133 3 10
" " Benares (for Masters), ...	142	12,595 0 0	88 11 0	140	12,794 0 0	98 6 2	133	12,721 11 0	95 12 6	125	12,199 0 0	97 9 5	123	10,994 8 0	80 11 2
" " Meerut, ...	127	9,889 8 0	77 13 11	117	9,770 3 3	83 8 1	128	11,603 7 6	90 15 5	116	13,794 2 9	118 14 8	88	10,223 4 4	116 2 9
" " Almorah, ...	...	...	...	12	840 0 0	70 0 0	15	840 0 0	56 0 0	10	840 0 0	84 0 0	11	770 0 0	70 0 0
" " Ajmere, ...	...	...	...	...	...	...	10	200 8 2	29 0 0	13·2	262 10 10	18 1 10	11	403 3 0	36 10 5
" " Etawah, ...	...	...	...	...	...	..	29	2,448 0 0	7 9 9	38	2,880 0 0	75 12 7	38 34	710 0 0	18 8 3
" Female, Agra, ...	..	...	...	...	...	...	...	...	...	11	784 0 0	71 4 4	19 17	2,335 2 6	121 12 10
" " Benares, ...	...	...	...	...	...	...	...	...	...	7	386 1 0	55 2 5	7	515 0 0	16 6 10
Thomason Civil Engineering College, Roorkee,	85·44	65,391 0 0	764 12 11	77 66	50,767 13 0	654 0 0	110 92	60,362 0 0	575 4 10	141·86	64,233 0 0	452 0 0	124·72	72,385 0 0	588 0 0
" Medical School, Agra, ...	...	...	...	...	...	...	111·33	21,462 6 9	191 15 0	107	21,970 0 0	205 5 3	100	6,777 5 11	67 12 3
Private															
Mission Normal School, Benares, ...	22	3,600 0 0	163 10 2	41	2,810 0 0	68 8 7	34	6,276 0 0	313 12 8	51	8,237 0 0	141 14 5	66	8,499 5 0	127 9 0
" Training School, Meerut, ...	...	...	...	...	...	...	...	...	...	10	659 5 11	65 14 11	11	633 14 10	57 10 0

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N W PROVINCES.
Bareilly, the 30th August, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 13.—*Distinctions conferred by the Calcutta University during the year* 1866-67.

No.	Name of Students.	Name of Institutions.	Distinctions conferred.	Remarks.
1	Bhola Nath Roy, ...	Benares College, ...	B. A. Examination, 2nd Division	
2	Poorno Chunder, ...	" " ...	" 3rd "	
3	Mukhun Lall, ...	Agra College, ...	First Examination in Arts, 3rd "	
4	Ram Dial, II., ...	" " ...	Entrance Exmination, 2nd "	
5	Jwala Prasada, ...	" " ..	" 2nd "	
6	Gunga Saran, ...	" " ...	" 1st "	
"	Ram Dial, I., ...	" " ...	" 3rd "	
	Hardeo Prasada, ...	" " ...	" 2nd "	
9	Munohur Lall, ...	" " ...	" 2nd "	
10	Piaray Lall, ...	Bareilly College, ...	First Examination in Arts, 3rd "	
11	Mahomed Saeed Khan, ...	" " ...	" " "	
12	Enaet-ullah, ...	" " ...	Entrance Examination, 2nd "	
13	Chundun Lall, ...	" " ...	" 3rd "	
14	Runjeet Singh, ...	" " ...	" 2nd "	
15	Lukshmi Shankara, ...	Benares, Queen's College,	First Examination in Arts, 1st "	
16	Mohendra Nath Dutt, ...	" " ...	" 2nd "	
17	Adityarama Bhuttacharya, ...	" " ...	First Examination in Arts, 2nd "	
18	Mahesa Prasad, ...	" " ...	Entrance Examination 3rd "	
19	Chhannu Lall, ...	" " ...	" " "	
20	Siva Tahil Lall, ...	" " ...	" " "	
21	Bepin Beharee Sircar, ...	" " ...	" 2nd "	
22	Teg Chandra Mookerjee, ...	" " ...	" 3rd "	
23	Mahender Nath Chuckarbutty, ...	" " ...	" 2nd "	
24	Sital Prosad Chatterjee, ...	" " ...	" " "	
25	Beni Madhava Chatterjee, ...	" " ...	" 3rd "	
26	Suresh Chundra Deva, ...	" " ...	" " "	
27	Sura Nath Chatterjee, ...	" " ...	" " "	
28	Raj Krishna Mittra, ...	" " ...	" " "	
29	Rama Chunder, ...	" " ...	" " "	
30	Siva Sankara Tewari, ...	" " ...	" 2nd "	
31	Hafiz-ullah, ...	" " ...	" " "	
32	Akbar Khan, ...	" " ...	" 3rd "	
33	Raj Koowar, ...	Etawah, H. H. S., ...	" 2nd "	
34	Buldeo Sahai, ...	" " ...	" " "	
35	Booda Mull, ...	" " ...	" " "	
36	Bunsee Dhur, ...	" " ...	" 3rd "	
37	Buldeo Pershad, ...	" " ...	" " "	
38	Dost Mahomed Khan, ...	Agra, St. John's College,	First Examination in Arts, " "	
39	Birjput Roy, ...	" " ...	Entrance Examination, 1st "	
40	Radhe Lal, ...	" " ...	" 2nd "	
41	Ameen-oodeen, ...	" " ...	" "	
42	Abdur Raheem, ...	Jay Narain's College,...	" 3rd "	
43	Shuker Lall, ...	Agra, Victoria College,	" 2nd "	
44	Sahib Ram, ...	" " ...	" 3rd "	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES:
Bareilly, the 15th July, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 14.—*Return of Scholarships gained during the year* 1866-67.

A.—SENIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT COLLEGES.

Name of Scholars.	College at which gained.	When gained.	Free or Stipendiary.		For how long Tenable.	For Proficiency in what Branch.	Remarks.
Ratan Chund, ...	Agra College.	1st January, 1867	Stipendiary.	20 0 0	One year.	General Proficiency.	
Gulzar Behari, ...	"	"	"	4 0 0	"	"	
Hit Kishor, ...	"	"	"	16 0 0	"	"	
Makhan Lal, ...	"	"	"	15 0 0	"	"	
Ali Raza Khan, ...	"	"	"	15 0 0	"	"	
Tej Pal, ...	"	"	"	15 0 0	"	"	
Ram Dial, II, ...	"	"	"	10 0 0	"	"	
Manohur Lal, ...	"	"	"	10 0 0	"	"	
Jwala Pershaud, ...	"	"	"	10 0 0	"	"	
Hardeo Pershaud, ...	"	"	"	10 0 0	"	"	
Raj Kunwar, ...	"	"	"	10 0 0	"	"	
Baldeo Pershaud, ...	"	"	"	10 0 0	"	"	
Bansi Dhar, ...	"	"	"	8 0 0	"	"	
Budha Mul, ...	"	"	"	8 0 0	"	"	
Ram Dial, I, ...	"	"	"	8 0 0	"	"	
Shankar Lal, ...	"	"	"	8 0 0	"	"	
Sahit Ram, ...	"	"	"	6 0 0	"	"	
Sunder Lal, ...	Bareilly College.	"	"	16 0 0	"	"	
Parmeshri Das, ...	"	"	"	16 0 0	"	"	
Chandr Shekhar, ...	"	"	"	14 0 0	"	"	
Chheda Lal, ...	"	"	"	15 0 0	"	"	
Kishan Lal, II., ...	"	"	"	15 0 0	"	"	
Niaz Ahmad, ...	"	"	"	10 0 0	"	"	
Dori Lal, ...	"	"	"	10 0 0	"	"	
Kishan Lal, I., ...	"	"	"	10 0 0	"	"	
Jogal Kishore, ...	"	"	"	10 0 0	"	"	
Kanhya Lal, ...	"	"	"	10 0 0	"	"	
Ranjit Singh, ...	"	"	"	10 0 6	"	"	
Inayat-ullah, ...	"	"	"	10 0 0	"	"	
Baldeo Sahai, ...	"	"	"	10 0 0	"	"	
Chandan Lal, ...	"	"	"	8 0 0	"	"	

Poornu Chandra,	...	Benares College.	,,	,,	20 0 0	,,	,,
Bhola Nath,	...	,,	,,	,,	20 0 0	,,	,,
Baroda Prasad,	...	,,	,,	,,	20 0 0	,,	,,
Ram Mohan,	...	,,	,,	,,	16 0 0	,,	,,
Ram Rup,	...	,,	,,	,,	16 0 0	,,	,,
Lakshmi Shankar,	...	,,	,,	,,	20 0 0	,,	,,
Aditya Ram,	...	,,	,,	,,	16 0 0	,,	,,
Mohendro Nath,	...	,,	,,	,,	16 0 0	,,	,,
Balkrishna,	...	,,	,,	,,	15 0 0	,,	,,
Uma Charn,	...	,,	,,	,,	15 0 0	,,	,,
Shiam Charn,	...	,,	,,	,,	10 0 0	,,	,,
Ajudhia Prasad,	...	,,	,,	,,	10 0 0	,,	,,
Hafiz-ullah,	...	,,	,,	,,	10 0 0	,,	,,
Shri Shankar,	...	,,	,,	,,	10 0 0	,,	,,
Mohendro Nath,	...	,,	,,	,,	10 0 0	,,	,,
Sital Prasad,	...	,,	,,	,,	10 0 0	,,	,,
Bepin Behari,	...	,,	,,	,,	10 0 0	,,	,,
Mahesh Prasad,	...	,,	,,	,,	8 0 0	,,	,,
Ram Chandra,	...	,,	,,	,,	8 0 0	,,	,,
Akbur Khan,	...	,,	,,	,,	8 0 0	,,	,,
Siva Tahal Lal,	...	,,	,,	,,	8 0 0	,,	,,
Raj Krishna,	...	,,	,,	,,	8 0 0	,,	,,
Tej Chandra,	...	,,	,,	,,	8 0 0	,,	,,
Sar Nath,	...	,,	,,	,,	8 0 0	,,	,,
Saresh Chandra,	...	,,	,,	,,	8 0 0	,,	,,
Beni Madhar,	...	,,	,,	,,	8 0 0	,,	,,
Chanu Lal,	...	,,	,,	,,	8 0 0	,,	,,
Poorno Chandra,	...	,,	,,	,,	8 0 0	,,	,,
Gordhan,	...	Ajmere Collegiate School.	,,	,,	15 0 0	,,	,,
Hazari Lal,	...	,,	,,	,,	10 0 0	,,	,,
Ram Ratan,	...	,,	,,	,,	10 0 0	,,	,,
Ram Jivan,	...	,,	,,	,,	10 0 0	,,	,,
Narain Sehai,	...	,,	,,	,,	10 0 0	,,	,,
Uday Chand,	...	,,	,,	,,	10 0 0	,,	,,

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES
Bareilly, the 15th July, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 14.—*Return of Scholarships gained during the year* 1866-67.

B—JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.

Name of Scholars.	School at which gained.	When gained.	Free or Stipendiary.		For how long Tenable.	For Proficiency in what Language.	Remarks.
				Rs. As. P.			
Radha Kishan, ...	Agra College.	1st January, 1867.	Stipendiary.	8 0 0	One year.	General Proficiency.	
Madho Das, ...	"	"	"	8 0 0	"	"	
Seva Ram, ...	"	"	"	8 0 0	"	"	
Sookdeo Pershad, ...	"	"	"	5 0 0	"	"	
Gunshiam Narain, ...	"	"	"	5 0 0	"	"	
Jafar Hosein ...	"	"	"	5 0 0	"	"	
Shiam Lall, ...	"	"	"	5 0 0	"	"	
Tota Ram, ...	"	"	"	5 0 0	"	"	
Basdeo Schai, ...	"	"	"	6 0 0	"	"	
Ali Naqi, ...	"	"	"	5 0 0	"	"	
Kedar Nath, ...	"	"	"	5 0 0	"	"	
Badri Dial, ...	"	"	"	4 0 0	"	"	
Mohan Lal, ...	"	"	"	4 0 0	"	"	
Shambho Ram, ...	"	"	"	4 0 0	"	"	
Baldeo Singh, ...	"	"	"	4 0 0	"	"	
Ram Pershad, ...	"	"	"	4 0 0	"	"	
Brij Mohun Lal, ...	"	"	"	4 0 0	"	"	
Basant Rai, II., ...	Bareilly College.	"	"	5 0 0	"	"	
Behari Lal, ...	"	"	"	5 0 0	"	"	
Faiz Ahmad, ...	"	"	"	5 0 0	"	"	
Debi Pershad, I., ...	"	"	"	5 0 0	"	"	
Goorsaran Lal, ...	"	"	"	5 0 0	"	"	
Bishan Lal, ...	"	"	"	5 0 0	"	"	
Channu Lal, ...	"	"	"	4 0 0	"	"	
Ram Sehai, ...	"	"	"	4 0 0	"	"	
Kanhya Lal, ...	"	"	"	4 0 0	"	"	

Jawahir Lal,	...	"	"	"	4 0 0	"	"		
Vazir Ahmed,	...	"	"	"	4 0 0	"	"		
Behari Lal,	...	Benares College.	"	"	8 0 0	"	"		
Kashi Nath,	...	"	"	"	8 0 0	"	"		
Jawahir Sing,	...	"	"	"	8 0 0	"	"		
Thakur Das,	...	"	"	"	8 0 0	"	"		
Kashi Pershad,	...	"	"	"	5 0 0	"	"		
Siva Gobind,	...	"	"	"	5 0 0	"	"		
Devaki Nandan,	...	"	"	"	5 0 0	"	"		
Musahib Hosein,	...	"	"	"	5 0 0	"	"		
Grish Chundra,	...	"	"	"	5 0 0	"	"		
Ajudhia Prasad,	...	"	"	"	5 0 0	"	"		
Mukand Ram,	...	"	"	"	5 0 0	"	"		
Lakshmi Narain,	...	"	"	"	5 0 0	"	"		
Chhedi Lal,	...	"	"	"	5 0 0	"	"		
Ram Das,	...	"	"	"	5 0 0	"	"		
Purushottam Das,	...	"	"	"	5 0 0	"	"		
Gajadhar Prasad,	...	"	"	"	5 0 0	"	"		
Butaka Prasad,	...	"	"	"	4 0 0	"	"		
Sukhdeo Bashao,	...	"	"	"	4 0 0	"	"		
Ram Sarup,	...	"	"	"	4 0 0	"	"		
Prasanno Kumar,	...	"	"	"	4 0 0	"	"		
Chuni Lal,	...	"	"	"	4 0 0	"	"		
Durga Das, A.,	...	"	"	"	4 0 0	"	"		
Modhava Prasad,	...	"	"	"	4 0 0	"	"		
Ram Churn Lal,	...	"	"	"	4 0 0	"	"		
Jagadis Prasad,	...	"	"	"	16 0 0	"	"		
Vishnu Shastri,	...	Ditto Queen's College.	"	"	12 0 0	"	"		
Babu Ram,	...	"	"	"	10 0 0	"	"		
Ganesa Jayakrishnu,	...	"	"	"	12 0 0	"	"		
Rama Sankara,	...	"	"	"	10 0 0	"	"		
Rameswara,	...	"	"	"	10 0 0	"	"		
Grish Chandra,	...	"	"	"	10 0 0	"	"		
Prayag Dutta	...	"	"	"	8 0 0	"	"		
Siva Sankara,	...	"	"	"	8 0 0	"	"		
Ganesa Dutta,	...	"	"	"	8 0 0	"	"		
Bhagwan Trivedi,	...	"	"	"	5 0 0	"	"		
Kamala Dutta,	...	"	"	"	5 0 0	"	"		
Beharee Choubé,	...	"	"	"	4 0 0	"	"		
Tika Ram,	...	"	"	"	8 0 0	"	"		
Vishwa Nath Shastri,	...	"	"	"	8 0 0	"	"		
Ram Dour Ojha,	...	"	"	"	8 0 0	"	"		
Shobha Ram,	...	"	"	"	6 6 0	"	"		
Shalagram,	...	"	"	"	5 0 0	"	"		
Shiva Kumar,	...	"	"	"	5 0 0	"	"		
Lukshmi Nath Sastri,	...	"	"	"					

APPENDIX D.

TABLE No. 14.—*Return of Scholarships gained during the year* 1866-67.

B.—JUNIOR SCHOLARSHIP OR SCHOLARSHIPS GAINED AT SCHOOLS.—(*Concluded.*)

Name of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	Rs. As. P.	For how long Tenable.	For Proficiency in what Language.	Remarks.
Rughu Pati, ...	Benares Queen's College.	1st January, 1867.	Stipendiary,	4 0 0	One year,	General Proficiency.	
Ram Krishna, ...	"	"	"	4 0 0	"	"	
Kunj Lal, ...	"	"	"	4 0 0	"	"	
Shri Nibas, ...	"	"	"	4 0 0	"	"	
Lukshman, ...	"	"	"	4 0 0	"	"	
Ambika Dutta, ...	"	"	"	4 0 0	"	"	
Hari Nath, ...	"	"	"	3 0 0	"	"	
Bapu Shastri, ...	"	"	"	3 0 0	"	"	
Sita Ram, ...	"	"	"	3 0 0	"	"	
Keshava, ...	"	"	"	3 0 0	"	"	
Mahadeo Deva, ...	"	"	"	3 0 0	"	"	
Ram Nundan, ...	"	"	"	3 0 0	"	"	
Ram Misra, ...	"	"	"	3 0 0	"	"	
Gokul, ...	"	"	"	3 0 0	"	"	
Deva Nath, ...	"	"	"	3 0 0	"	"	
Push kal, ...	"	"	"	3 0 0	"	"	
Ram Shastri, ...	"	"	"	3 0 0	"	"	
Lukshmi Nath Dravida, ...	"	"	"	3 0 0	"	"	
Harnarain, ...	Ajmere Collegiate School.	"	"	8 0 0	"	"	
Anandi Lall, ...	"	"	"	5 0 0	"	"	
Bahadur Mal, ...	"	"	"	5 0 0	"	"	
Shio Dial, ...	"	"	"	5 0 0	"	"	
Sri Nivas, ...	"	"	"	5 0 0	"	"	
Pyare Lall, ...	"	"	"	4 0 0	"	"	
Gulab Chand, ...	"	"	"	4 0 0	"	"	

Banke Lal,	...	Etawah High School.	"	"	8 0 0	"	"		
Raghonath,	...	"	"	"	8 0 0	"	"		
Narsinh Das,	...	"	"	"	8 0 0	"	"		
Harsehai,	...	"	"	"	5 0 0	"	"		
Gouri Shanker,	...	"	"	"	5 0 0	"	"		
Raghonath,	...	"	"	"	5 0 0	"	"		
Funeendr Ram,	...	"	"	"	5 0 0	"	"		
Banke Behari,	...	Agra St. John's College.	"	"	10 0 0	"	"		
L. T. Sharman,	...	"	"	"	8 0 0	"	"		
Murli Dhar,	...	"	"	"	8 0 0	"	"		
Brijpal Roy,	...	"	"	"	8 0 0	"	"		
Radhe Lal,	...	"	"	"	6 0 0	"	"		
Amir-ud-din,	...	"	"	"	6 0 0	"	"		
Abdurrahim,	...	Benares Jay Narain's College.	"	"	6 0 0	"	"		

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES :
Bareilly, the 15th July, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1866-67.

Name of passed Candidates.	When and where examined.	Where educated.	Grade of Certificate gained.	Grade of appointment to which entitled in consequence.	REMARKS.
	1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.				
Allygurh.					
Muddun Lall, ...	Meerut, May, 1865, ...	Meerut Normal School, ...	1st Grade, ...	1st Class Tahsili Teachership.	
Nan Sukh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Ram Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gulzari Lall, ...	Ditto, ...	Ditto, ...	2nd Grade, ...	2nd Class Ditto.	
Tota Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sant Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Dal Chund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Heera Lall, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Sita Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kulyan Das, ...	Ditto, ...	Ditto, ...	3rd Grade, ...	1st Class Hulqabundi Ditto.	
Umrao Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	2nd Class Ditto.	
Madho Prasad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Isri Prasad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gopal Rae, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bolundshahr.					
Tufuzal Hussen, ...	Meerut, May, 1865 ...	Meerut, Normal School, ...	1st Grade, ...	1st Class Tahsili Teachership.	
Ahmad Beg, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gunga Sahae, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Moti Ram, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Kulyan Singh, ...	Ditto, ...	Ditto, ...	3rd Grade, ...	Ditto H. B. Ditto.	
Jahangiri Mul, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Meerut.					
Behari Lal, ...	Meerut, May, 1865. ...	Meerut, Normal School, ...	1st Grade, ...	1st Class Tahsili Teachership.	
Gunga Sahae, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Gopal Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mumtaz Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Puran Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Punna Lal, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nanuk Chund, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Chundar Bhan, ...	Ditto, ...	Ditto, ...	2nd Grade, ...	2nd Class Ditto.	

Abdul Wahub,	..	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Abdool Aziz,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Mohommed Hossen,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Gunga Sahae,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Tulsi Ram,	...	Ditto,	...	Ditto,	...	3rd Grade,	...	1st Class Hulqabundi Ditto.
Mohun Lal,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Ghasi Ram,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Qurm Uddin,	...	Ditto,	...	Ditto,	...	Ditto,	...	2nd Class Ditto.
Mohsin Ali,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Guneshi Lal,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Muzuffernagur.								
Karim Buksh,	...	Meerut, May, 1865,	...	Meerut, Normal School,	...	1st Grade,	...	1st Class Tahsili Teachership.
Mohommed Ali Khan,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Qurm Uddin,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Shakambari Das,	...	Ditto,	...	Ditto,	...	2nd Grade,	...	2nd Class Ditto.
Alum Shah,	...	Ditto,	...	Ditto,	...	Ditto,	...	1st Class Ditto.
Mohommed Hossen,	...	Ditto,	...	Ditto,	...	3rd Grade,	...	1st Class Hulqabundi Ditto.
Fuzul Haq,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Jawahir Singh,	...	Ditto,	...	Ditto,	...	2nd Grade,	...	2nd Class Ditto.
Abdool Razaq,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Abdool Rahman,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Mohommed Hossen,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nuzir Uddin,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Doulut Singh,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Johur-ul-Haq,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Saharunpore.								
Dean Singh,	...	Meerut, May, 1865,	...	Meerut, Normal School,	...	3rd Grade,	...	1st Class Tahsili Teachership.
Warish Ali,	...	Ditto,	...	Ditto,	...	Ditto,	...	1st Class Hulqabundi Ditto
Hurnam Singh,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Mohommed Taqi,	...	Ditto,	...	Ditto,	...	Ditto,	...	2nd Class Ditto.
Amir Ahmed,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Chajan Singh,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Budaon.								
Rahim Ulla,	...	Meerut, May, 1865,	...	Meerut, Normal School,	...	2nd Grade,	...	2nd Class Tahsili Teachership.
Nur Khan,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nymat Khan,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Salig Ram,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Chokhe Lal,	...	Ditto,	...	Ditto,	...	3rd Grade,	...	1st Class Hulqabundi Ditto.
Najib Khan,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nund Ram,	...	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Eaz Ali Khan,	...	Ditto,	...	Ditto,	...	Ditto,	...	2nd Class Ditto.
Bhikhari Lal,	...	Ditto,	...	Ditto,	...	Ditto,	...	...

APPENDIX D.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of passed Candidates.	When and where examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
	1ST CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.—(*Concluded*).				
Moradabad.					
Mohomed Shah, ...	Meerut, May, 1865, ...	Meerut, Normal School, ...	1st Grade, ...	1st Class Tahsili Teachership.	
Dabi Das, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Bisan Sahae, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mewa Ram, ...	Ditto, ...	Ditto, ...	2nd Grade, .	2nd Class Ditto.	
Buldeo Prashad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Mul Chand, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nouroz Ali, ...	Ditto, ...	Ditto, ...	3rd Grade, ...	1st Class Hulqabundi Ditto.	
Mohommed Hossen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto	
Abdul Nabi Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto	
Buniad Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Fazal Hussen, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Intzar Ali, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto	
Jahir Ali Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	2nd Class Ditto.	
Mohommed Nur, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto,	
Shahjehanpore.					
Rughubur Dial, ...	Meerut, May, 1865, ...	Meerut, Normal School, ...	2nd Grade, ...	2nd Class Tahsili Teachership.	
Zoraver Singh, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Shunker Lal, ...	Ditto, ...	Ditto, ...	3rd Grade, ...	1st Class Hulqabundi Ditto.	
Hidayat Ali Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	2nd Class Ditto.	
Amir Khan, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Jwala Prashad, ...	Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Nand Lal, ...	Ditte, ...	Ditto, ...	Ditto, ...	Ditto.	
Kamal Uddin, ...	Meerut, December, 1866, ...	Private School, ...	2nd Grade, ...	Amin.	
Agra District.	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.				
Soondur Lal, ...	Deputy Inspector's Office, May, 1866,	Hulqabundi School, ...	3rd Class, ...	Hulqabundi Teachership.	
Jwala Pershad, ...	Ditto Ditto, ...	Tahsili School, ...	Ditto, ...	Ditto.	
Toolsee Ram, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	
Het Ram, ...	Ditto Ditto, ...	Hulqabundi School, ...	Ditto, ...	Ditto.	
Moonga Ram, ...	Ditto Ditto, June, 1866, ...	Tahsili School, ...	Ditto, ...	Ditto	
Sewa Ram, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.	

Tirbeni Sahay,	...	Ditto	July, 1866,	...	Normal School,	...	1st Class,	...	Tahsili Teachership.
Raghonath Das,	...	Ditto	Ditto,	...	Ditto,	...	3rd Class,	...	Assistant Ditto.
Narain Das,	...	Ditto	June, 1866,	...	Halqabundi School,	...	Ditto,	...	Hulqabundi Ditto.
Ram Charun,	...	Ditto	July, 1866,	...	Victoria College,	...	1st Class,	...	Teachership of Normal School, Agra.
Nathoo Ram,	...	Ditto	June, 1866,	...	Tahsili School,	...	Ditto,	...	Muhurrir of Deputy Inspector's Office.
Manohur Lal,	...	Ditto	July, 1866,	...	Private School,	...	3rd Class,	...	Hulqabundi Teachership.
Kulyan Singh,	...	Ditto	Ditto,	...	Hulqabundi School,	...	Ditto,	...	Assistant Ditto.
Goolzari Lall,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Hulqabnndi Ditto.
Hur Lal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Ram Narain,	...	Ditto	August, 1866,	...	Ditto,	...	Ditto,	...	Ditto.
Kholque Singh,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Duryao Singh,	...	Ditto	Ditto,	...	Tahsili School,	...	Ditto,	...	Ditto.
Dhoory Mull,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Janki Pershad,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Bunsi Dhur,	...	Ditto	Ditto,	...	Hulqabundi School,	...	Ditto,	...	Ditto.
Todur Mull,	...	Ditto	Ditto,	...	Normal School,	...	Ditto,	...	Ditto.
Chater Bhooj,	...	Ditto	September, 1866,	...	Hulqabundi School,	...	Ditto,	...	Ditto.
Hur Pershad,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Bal Mokund,	...	Ditto	Ditto,	...	Normal School,	...	Ditto,	...	Ditto.
Dal Chund,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Sanw Singh,	...	Ditto	Ditto,	...	Tahsili School,	...	1st Class,	...	Head Master of Futtehpore Secri.
Debi Ram,	...	Ditto	Ditto,	...	Hulqabundi School,	...	3rd Class,	...	Hulqabundi Teachership.
Gokul Chund,	...	Ditto	Ditto,	...	Tahsili School,	...	Ditto,	...	Ditto.
Moonga Ram,	...	Ditto	October, 1866,	...	Ditto,	...	Ditto,	...	Ditto.
Buldeo Pershad,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nund Lal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Kesho,	...	Ditto	Ditto,	...	Hulqabundi School,	...	Ditto,	...	Ditto.
Sookh Deo,	...	Ditto	Ditto,	...	Normal Ditto,	...	1st Class,	...	Ditto.
Hur Buksh Roy,	...	Ditto	August, 1866,	...	Private Ditto,	...	Ditto,	...	Teacher English School at Futtehabad.
Kulyan,	...	Ditto	October, 1866,	...	Hulqabundi School,	...	3rd Class,	...	Hulqabundi Teachership.
Roop Kishore,	...	Ditto	November, 1866,	...	Tahsili Ditto,	...	Ditto,	...	Ditto.
Kunhya Lal,	...	Ditto	December, 1866,	...	Hulqabundi School,	...	Ditto,	...	Ditto.
Sewa Ram,	...	Ditto	Ditto,	...	Tahsili School,	...	Ditto,	...	Ditto.
Jwala Pershad,	...	Ditto	January, 1866,	...	Hulqabundi School,	...	Ditto,	...	Ditto.
Kedar Nath,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Mohun Lal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Kunhya Lal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nek Ram,	...	Ditto	November, 1866,	...	Tahsili School,	...	Ditto,	...	Ditto.
Toolsee Ram,	...	Ditto	January, 1867,	...	Agra Normal School,	...	Ditto,	...	Ditto.
Ram Pershad,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	Ditto,	...	Ditto.
Chatur Pal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Gyasee Ram,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Dharum Pal,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto.
Nund Kishore,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Hulqabundi Assistant Ditto.
Shiyam Lal,	...	Ditto	Ditto,	...	Tahsili School,	...	2nd Class,	...	Halqabandi Ditto.
Kishen Lal,	...	Ditto	Ditto,	...	Hulqabundi School,	...	3rd Class,	...	Ditto Ditto.
Utram,	...	Ditto	February, 1867,	...	Ditto,	...	Ditto,	...	Ditto Ditto.
Sana Bhao,	...	Ditto	Ditto,	...	Ditto,	...	Ditto,	...	Ditto Ditto.
Bunsee Dhur,	...	Ditto	Ditto,	...	Tahsili School,	...	Ditto,	...	Tahsili Assistant Ditto.

APPENDIX D.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1866-67.—(Concluded.)

Name of passed Candidates.	When and where examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.—(*Continued.*)				
Keshori, ...	Deputy Inspector's Office, Feby, 1867,	Hulqabundi School,	3rd Class, ...	Hulqabundi Teachership.	
Guneshi Lal, ...	Ditto Ditto, ...	Ditto,	Ditto, ...	Ditto.	
Behari Lal, ...	Ditto Ditto, ...	Ditto,	Ditto, ...	Ditto.	
Bal Mokund, ...	Ditto Ditto, ...	Tahsili School,	Ditto, ...	Ditto.	
Hur Mohun, ...	Ditto Ditto, ...	Ditto,	Ditto, ...	Ditto.	
Indur Mun, ...	Ditto Ditto, ...	Ditto,	Ditto, ...	Ditto.	
Etah District.					
Cheetur Lall, ...	Deputy Inspector's Office, ...	Hulqabundi School, ...	...	Teachership.	
Imtiyaz Ally, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Dondi Lal, ...	Ditto, ...	Agra Normal School, ...	...	Ditto.	
Doorga Pershad, ...	Ditto, ...	... ...	...	Chuprassee.	
Bhoj Raj, ...	Ditto, ...	Hulqabundi School, ...	...	...	
Bhoop Lal, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Buldeo Pershad, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Poorun Mull, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Jogul Kishore, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Baboo Ram, ...	Ditto, ...	Tahsili School, ...	...	Monitor of Tahsili School.	
Poorun Mull, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Mokut Lal, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Nabi Buksh, ...	Ditto, ...	Hulqabundi School, ...	...	Hulqabundi Assistant Teachership.	
Ibrahim Khan, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Dondi Lal, ...	Ditto, ...	Ditto, ...	...	Teachership.	
Bidiya Roy, ...	Ditto, ...	Tahsili School, ...	...	Assistant Teachership.	
Tota Ram, ...	Ditto, ...	Ditto, ...	...	Teachership.	
Jawahur Lall, ...	Ditto, ...	Hulqabundi School, ...	...	Ditto.	
Delawur Khan, ...	Ditto, ...	Tahsili School, ...	...	Ditto.	
Debi Pershad, ...	Ditto, ...	Agra Normal School, ...	...	Ditto.	
Hazaree Lall, ...	Ditto, ...	Hulqabundi Ditto, ...	...	Ditto.	
Buldeo Singh, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Hur Dial Singh, ...	Ditto, ...	Tahsili School, ...	...	Ditto.	
Pirbhoo Lall, ...	Ditto, ...	Hulqabundi School, ...	...	Monitorship.	
Khooshal Singh, ...	Ditto, ...	Ditto, ...	...	Teachership.	
Piaray Lall, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Jairam, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Raja Ram, ...	Ditto, ...	Ditto, ...	...	Ditto.	
Buldeo Pershad, ...	Ditto, ...	Ditto, ...	...	Ditto.	

Salig Ram,	Ditto,	Normal School,			Ditto.
Muttra Pershad,	Ditto,	Hulqabundi School,			Ditto.
Khooshal Singh,	Ditto,	Meerut,			Ditto.
Chokhai Lall,	Ditto,	Hulqabundi School,			Ditto.
Makhun Singh,	Ditto,	Ditto Ditto,			Ditto.
Gouri Shunker,	Ditto,	Ditto Ditto,			Ditto.
Kan Komar,	Ditto,	Ditto Ditto,			Ditto.
Dal Chund,	Ditto,	Tahsili School,			Ditto.
Furruckabad District.					
Mahommed Mouzzum Khan,	Deputy Inspector's Office, May, 1866,	Government School,			English Teachership.
Dowlut Roy,	Ditto Ditto,	Hulqabundi Ditto,			Hulqabundi ditto.
Mool Chand,	Ditto April, 1866,	Agra Normal Ditto,			Mohurrir.
Muttra Pershad,	Ditto May, 1866,	Tahsili Ditto,			Hulqabundi Teachership.
Nirput Singh.	Ditto Ditto,	Hulqabundi Ditto,			Assistant Hulqabundi Ditto,
Raghober Dial,	Ditto June, 1866,	Private and Tahsili School,			Monitorship.
Pundit Rooder Pershad,	Ditto Ditto,	Tahsili School,			Hulqabundi Teachership.
Chidummee Lall,	Ditto May, 1866,	Private Ditto,			Monitorship.
Gokul Pershad,	Ditto Ditto,	Ditto Ditto,			Assistant Teachership.
Bisharut-oollah,	Ditto Ditto,	Ditto Ditto,			Monitorship.
Moorli Dhur,	Ditto June, 1866,	Agra Normal School,			Hulqabundi Teachership.
Lokhadut,	Ditto Ditto,	...			Chaprasee.
Bindrabun,	Ditto Ditto,	Private School,			Ditto.
Gouri Shunker,	Ditto August, 1866,	Tahsili Ditto,			Monitorship.
Raghobur Dial,	Ditto Ditto,	Private Ditto,			Hulqabundi Mohurrir.
Basit Ally,	Ditto Ditto,	Tahsili Ditto,			Monitorship.
Luchmun Singh,	Ditto July, 1866,	Private Ditto,			Hulqabundi Teachership.
Buddree Pershad,	Ditto August, 1866,	Tahsili Ditto,			Branch School Ditto.
Jankee Pershad,	Ditto Ditto,	Ditto, Ditto,			Assistant Tahsili Ditto.
Hashmut Hosein,	Ditto Ditto,	Ditto, Ditto,			Assistant Hulqabundi Ditto.
Abdool Rahman,	Ditto Ditto,	Private School,			Assistant Tahsili, Ditto.
Ram Dial,	Ditto Ditto,	Hulqabundi School,			Hulqabundi Monitorship.
Moomtaz Hosein,	Ditto Ditto,	Tahsili School,			Tahsili Ditto.
Kalka Pershad,	Ditto July, 1866,	Hulqabundi School,			Hulqabundi Ditto.
Doulut Ram,	Ditto Septr., 1866,	Hulqabundi Ditto,			Hulqabundi Monitorship.
Raghober Dial,	Ditto Ditto,	Private Ditto,			Branch School Teachership.
Ragho Nath,	Ditto Ditto,	Tahsili Ditto,			Monitorship.
Oomrayee Lall,	Ditto Ditto,	Hulqabundi Ditto,			Hulqabundi Teachership.
Doulut Roy,	Ditto Ditto,	Ditto Ditto,			Ditto,
Seetul Pershad,	Ditto Ditto,	Agra Normal Ditto,			Ditto,
Jwala Pershad,	Ditto Ditto,	Hulqabundi Ditto,			Assistant Hulqabundi Teachership.
Mashul Singh,	Ditto Ditto,	Tahsili Ditto,			Halqabundi Ditto.
Baboo Ram,	Ditto October, 1866,	Ditto Ditto,			Assistant Tahsili Ditto.
Bhajun Lall,	Ditto June, 1866,	Agra Normal Ditto,			Hulqabundi Ditto.
Lalmun,	Ditto October, 1866,	Hulqabundi Ditto,			Monitorship.
Radha Kishen,	Ditto Ditto,	Private Ditto,			Branch School Ditto.
Soonder Lall,	Ditto December, 1866,	Tahsili Ditto,			Assistant Hulqabundi Ditto.
Girdhari Lall,	Ditto Ditto,	Hulqabundi Ditto,			Hulqabundi Ditto.

APPENDIX D.

TABLE No. 15.—*Return of Candidates passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of passed Candidates.	Where and when examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.—(*Continued*).				
Debi Pershad, ...	Deputy Inspector's Office, Decr., 1866,	Tahsili School, ...	...	Monitorship.	
Muttra Pershad, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Ditto.	
Hurbhajun Lall, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Assistant Tahsili Teachership.	
Valeedad Khan, ...	Ditto Ditto, ...	Private and Mission School, ...	...	Assistant Hulqabundi Ditto.	
Semul Dass, ...	Ditto November, 1866, ...	Hulqabundi School, ...	...	Hulqabundi Ditto.	
Chet Ram, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Ditto	
Oomrao Hosein, ...	Ditto Ditto, ...	Tahsili School, ...	...	Assistant Tahsili Ditto.	
Bahadoor Singh, ...	Ditto January, 1866, ...	Ditto Ditto, ...	...	Hulqabundi Ditto.	
Ganesh Pershad, ...	Ditto November, 1866, ...	Hulqabundi School, ...	...	Ditto.	
Ajoodhia Pershad, ...	Ditto December, 1866, ...	Tahsili Ditto, ...	...	Ditto.	
Radha Kishen, ...	Ditto February, 1867, ...	Agra Normal Ditto, ...	...	Assistant Hulqabundi Ditto.	
Toolsee Ram, ...	Ditto Ditto, ...	Private Ditto, ...	...	Hulqabundi ditto.	
Sheo Dial, ...	Ditto Ditto, ...	Agra Normal Ditto, ...	...	Assistant Hulqabundi Ditto	
Ojagur Lall, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Hulqabundi Ditto.	
Khooshal Singh, ...	Ditto Ditto, ...	Private Ditto, ...	...	Assistant Tahsili Ditto.	
Chotoo Lall, ...	Ditto Ditto, ...	Hulqabundi Ditto, ...	...	Monitorship.	
Teeka Ram, ...	Ditto December, 1866, ...	English Ditto, ...	...	English Ditto.	
Fida Hosein, ...	Ditto January, 1867, ...	Private Ditto, ...	...	Assistant Hulqabundi Ditto.	
Bal Mokund, ...	Ditto February, 1867, ...	Agra Normal Ditto, ...	...	Branch School Ditto.	
Irjoon Pershad, ...	Ditto November, 1866, ...	Hulqabundi Ditto, ...	...	Assistant Tahsili Ditto.	
Ally Hosein, ...	Ditto February, 1867, ...	Agra Normal Ditto, ...	...	Ditto.	
Girdhari Lall, ...	Ditto March, 1867, ...	Ditto Ditto, ...	...	Assistant Hulqabundi Ditto.	
Hamirpore District.					
Gunga Pershad, ...	Deputy Inspector's Office, May, 1866,	Private School, ...	...	Assistant Tahsili Teachership.	
Pultoo Ram, ...	Ditto June, 1866, ...	Tahsili Ditto, ...	...	Halqabandi Ditto.	
Sheo Deen, ...	Ditto July, 1866, ...	Ditto Ditto, ...	...	Ditto.	
Gunga Pershad, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Ditto.	
Gouri Shunker, ...	Ditto Ditto, ...	Ditto Ditto, ...	...	Ditto.	
Shiv Dial, ...	Ditto Ditto, ...	...	...	Chaprasee.	
Shiam Lall, ...	Ditto Septr., 1866, ...	Private and Hulqabundi School, ...	...	Assistant Hulqabundi Teachership.	
Doorga Pershad, ...	Ditto Ditto, ...	Tahsili Ditto, ...	...	Hulqabundi Ditto.	
Fateh Mahomed, ...	Ditto December, 1866, ...	Hulqabundi Ditto, ...	...	Ditto.	
Ahmed-oollah, ...	Ditto February, 1867, ...	Private and Government School, ...	...	Ditto.	
Maha Deo, ...	Ditto Ditto, ...	Tahsili Ditto, ...	...	Ditto.	
Delawur Khan, ...	Ditto March, 1867, ...	Hulqabundi Ditto, ...	...	Monitorship	
Kamta Pershad, ...	Ditto February, 1867, ...	Ditto Ditto, ...	...	Hulqabundi Teachership.	
Mahomed Baquer, ...	Ditto March, 1867, ...	Tahsili Ditto, ...	...	Assistant Hulqabundi Ditto	
Bans Gopal, ...	Ditto February, 1867, ...	Ditto Ditto, ...	...	Hulqabundi Mohurrir.	

Jhansie District.				
Shiv Dial Singh, ...	Normal Class, Etawah, May, 1867,	Normal Class, Etawah, ...	2nd Tahsili Class, ...	Tahsili Teachership.
Deena Nath, ...	Ditto Ditto, ...	Ditto, ...	1st Hulqabundi Ditto, ...	Hulqabundi Ditto.
Shivdul Singh, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Kishen Lall, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Shiam Lall, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Debideen, ...	Ditto Ditto, ...	Ditto, ...	2nd Hulqabundi Class, ...	Ditto.
Chater Bhooj, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Piaray Lall, ...	Ditto Ditto, ...	Ditto, ...	..	Ditto.
Ram Dial, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Jogul Kishore, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Girdharee Lall, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Chundun Singh, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Pundit Bishnoo, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Lalutpore District.				
Kareem Buksh, ...	Deputy Inspector's Office, Augt., 1866,	Tahsili School, ...	Inferior Class, ...	Hulqabundi Teachership.
Lala Ram, ...	Ditto November, 1866, ...	Agra Normal Ditto, ...	Ditto, ...	Ditto.
Debideen, ...	Ditto February, 1867, ...	Tahsili Ditto, ...	Ditto, ...	Tahsili Ditto.
Choonni Lall, ...	Agra Normal School, ...	Agra Normal Ditto, ...	2nd Tahsili Class, ...	Ditto.
Muttra Pershad, ...	Deputy Inspector's Office, Feby., 1867,	Tahsili Ditto, ...	Inferior Class, ...	Hulqabundi Ditto.
Daleep Singh, ...	Ditto March, 1867, ...	Ditto, ...	Ditto, ...	Ditto.
Bindrabun, ...	Ditto Ditto, ...	Ditto, ...	Ditto, ...	Ditto.
Girdhari Lall, ...	Ditto Ditto, ...	Private School, ...	Ditto, ...	Ditto.
Mynpoory District.				
Girdhari Lall, ...	Deputy Inspector's Office, May, 1866,	Tahsili School, ...	...	Hulqabundi Teachership.
Het Ram, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female School, Ditto,
Baljeet, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Jai Kishen, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Buddree Dass, ...	Ditto Ditto, ...	Agra Normal School, ...	...	Ditto.
Shiv Lall, ...	Ditto Ditto, ...	Private ditto, ...	...	Ditto.
Dharumjeet, ...	Ditto June, 1866, ...	Ditto, ...	...	Ditto.
Gopal, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Tota Ram, ...	Ditto Ditto, ...	Tahsili School, ...	...	Hulqabundi Teachership.
Buldeo Singh, ...	Ditto July, 1866, ...	Hulqabundi Ditto, ...	...	Ditto.
Koondun Lall, ...	Ditto Ditto, ...	Private Ditto, ...	...	Assistant Hulqabundi Teachership.
Bahal Roy, ...	Ditto Ditto, ...	Hulqabundi Ditto, ...	...	Hulqabundi Ditto.
Cheda Lall, ...	Ditto Ditto, ...	Agra Normal Ditto, ...	...	Ditto.
Zalim Singh, ...	Ditto August, 1866, ...	Hulqabundi Ditto, ...	...	Female School Ditto.
Salig Ram, ...	Ditto September, 1866, ...	Agra Normal Ditto, ...	...	Hulqabundi Ditto.
Jwala Pershad, ...	Ditto Ditto, ...	Tahsili School, ...	...	Ditto.
Urjoon Lall, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female School, Ditto.
Hur Pershad, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Musummat Moolo, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.
Rohun Lall, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.

APPENDIX D.

TABLE No. 15.—*Return of Candidates passed for employment or promotoin in the Educational Department, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of passed Candidates.	Where and when examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
	2ND CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.—(*Concluded.*)				
Teeka Ram. ...	Dy Inspector's Office, October, 1866,	Private School, ...	...	Female School Teachership.	
Yakoob Khan, ...	Ditto Ditto, ...	Tahsili Ditto, ...	...	Assistant Hulqabundi Ditto.	
Viddia Dhur, ...	Ditto November, 1866, ...	Ditto, ...	...	Hulqabundi Ditto.	
Bulleo Pershad, ...	Ditto December, 1866, ...	Private Ditto, ...	...	Female School Ditto.	
Mookh Ram, ...	Ditto November, 1866, ...	Tahsili Ditto, ...	...	Ditto.	
Mata Deen, ...	Ditto December, 1866, ...	Ditto, ...	...	Hulqabundi Ditto.	
Bhola Nath, ...	Ditto Ditto, ...	Hulqabundi Ditto, ...	...	Ditto	
Luchmun Pershad, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female, School Ditto.	
Jeewa Ram, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.	
Gokul Chund, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.	
Ratan Lall, ...	Ditto January, 1867, ...	Hulqabundi Ditto, ...	...	Hulqabundi Teachership.	
Khoorshed Ally, ...	Ditto May, 1866, ...	Tahsili Ditto, ...	...	Ditto.	
Phoondun Lall, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto.	
Jwala Pershad, ...	Ditto June, 1866, ...	Ditto, ...	...	Ditto.	
Mujlis Roy, ...	Ditto Ditto, ...	Agra Normal Ditto, ...	...	Ditto.	
Moonni Lall, ...	Ditto May, 1866, ...	Hulqabundi Ditto, ...	...	Ditto.	
Cheda Lall, ...	Ditto June, 1866, ...	Agra Normal Ditto, ...	...	Ditto.	
Valee Mahomed Khan, ...	Ditto Ditto, ...	Private Ditto, ...	...	Branch School Teachership.	
Kishen Lall, ...	Ditto July, 1866, ...	Hulqabundi Ditto, ...	...	Hulqabundi Ditto.	
Kunhya Lall, ...	Ditto August, 1866, ...	Tahsili Ditto, ...	...	Ditto.	
Chedummi Lall, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female School Ditto.	
Gunga Pershad, ...	Ditto Ditto, ...	Hulqabundi Ditto, ...	...	Hulqabundi Ditto.	
Kashee Ram, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female School Ditto.	
Punchum Lall, ...	Ditto October, 1866, ...	Agra Normal Ditto, ...	...	Hulqabundi Ditto.	
Gunga Pershad, ...	Ditto Ditto, ...	Private Ditto, ...	...	Female School Ditto.	
Zoolfikar Ally, ...	Ditto Ditto, ...	Ditto, ...	...	Assistant Hulqabundi Ditto.	
Gobind Pershad, ...	Ditto Ditto, ...	Agra Normal Ditto, ...	...	Hulqabundi Ditto.	
Ameer Khan, ...	Ditto December, 1866, ...	Private Ditto, ...	...	Ditto Ditto.	
Hur Pershad, ...	Ditto Ditto, ...	Tahsili Ditto, ...	...	Ditto Ditto.	
Tota Ram, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto Ditto.	
Kinhar Pershad, ...	Ditto January, 1867,	Private Ditto, ...	...	Female School Ditto.	
Lal Chund, ...	Ditto February, 1867, ...	Hulqabundi Ditto, ...	...	Hulqabundi Ditto.	
Purman Nund, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto Ditto.	
Lalmun, ...	Ditto Ditto, ...	Tahsili Ditto, ...	...	Ditto Ditto.	
Madun Mohun, ...	Ditto Ditto, ...	Ditto, ...	...	Ditto Ditto.	
Mya Ram, ...	Ditto Ditto, ...	Agra Normal Ditto, ...	...	Ditto Ditto.	
Girdharee Lall, ...	Ditto January, 1867, ...	Tahsili Ditto, ...	...	Ditto Ditto	

3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N. W. PROVINCES.

Kirpa Lall,	...	Bustee, May, 1866,		...	Tahsili School, Burhulgunj,	...	B.,	...	Teachership.
Hurdial Lall,	...	Ditto	Ditto,	...	Popular School,	...	B,	...	Ditto.
Vilayut Hosein,	...	Ditto	Ditto,	...	Mission School, Ghazeepore,	...	B.,	...	Ditto.
Guijadhur Prasad,	...	Ditto	August, 1866,	...	Hulqabundi School, Beghat,	...	B.,	...	Ditto.
Buchhoo Lall,	...	Ditto	September,	...	Popular School,	...	B,	...	Ditto.
Luchhmun Prasad,	...	Ditto	Ditto,	...	Tikour Ditto,	...	B.,	...	Ditto.
Musummat Mehdi,	...	Ditto	October, 1866,	...	Hulqabundi Ditto,	...	B,	...	Ditto.
Ramlochun,	...	Ditto	Ditto,	...	Mudunpore Hulqabundi ditto,	...	B,	...	Ditto.
Musummat Janki,	...	Ditto	Ditto,	...	Biskdhur Ditto,	...	B,	...	Ditto.
Bhowaneedial,	...	Ditto	November, 1866,	...	Teekur Ditto,	...	B,	...	Ditto.
Choonee Lal,	...	Ditto	Ditto,	...	Bustee Tahsili Ditto,	...	B.,	...	Ditto.
Namdar Khan,	...	Ditto	Ditto,	...	Ghazeepore Mission Ditto,	...	B,	...	Ditto.
Saadut Khan,	...	Ditto	Ditto,	...	Ditto Ditto,	...	B.,	...	Ditto.
Musummat Soolugna,	...	Ditto	January, 1867,	...	Jumneemudehpore, Hulqabundi Ditto,		B.,	...	Ditto.
Juggoo Pandey,	...	Goruckpore, May, 1866,		...	Mirzapore Hulqabundi Ditto,	...	B,	...	Ditto.
Ram Prabhokar,	...	Ditto	Ditto,	...	Baree Ditto,	...	B.,	...	Ditto.
Harruck Ram,	...	Ditto	June, 1866,	...	Gour Ditto,	...	B.,	...	Ditto.
Gyadutt,	...	Ditto	Ditto,	...	Lohas Ditto,	...	B.,	...	Ditto.
Ramphul,	...	Ditto	July, 1866,	...	Burgown Ditto,	...	B.,	...	Ditto.
Buchoo Lall,	...	Ditto	Ditto,	...	Goruckpore Mission Ditto,	...	B.,	...	Ditto.
Mahommed Soobhan,	...	Ditto	Ditto,	...	Phoolpore Tahsili Ditto,	...	B.,	...	Ditto.
Raghoober Tewary,	...	Ditto	Ditto,	...	Mission Ditto,	...	B,	...	Ditto.
Mohun Lall,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Ram Saran Lall,	...	Bhagulpore	Ditto,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Gouri Dutt,	...	Balwa	Ditto,	..	Ditto,	...	B,	...	Ditto.
Raghoo Nath Doobey,	...	Goruckpore, August, 1866,		...	Ditto,	...	B.,	...	Ditto.
Siva Nundun Lall,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Hafiz Imdad Ally,	...	Ditto	Ditto,	...	Missionary Ditto,	...	B.,	...	Ditto.
Kadir Ally,	...	Ditto	September, 1866,	...	Popular Ditto,	...	B.,	...	Ditto.
Akbar Ally,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Hury Dutt,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Jamuna Prasad,	...	Ditto	Ditto,	...	Tahsili Ditto,	...	B.,	...	Ditto.
Mindal Prasad,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Achyber Roy,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Siva Harakh,	...	Ditto	Ditto,	...	Tahsili Ditto,	...	B.,	...	Ditto.
Deen Dial,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Baluk Ram,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Maksad Ally,	...	Ditto	Ditto,	...	Tahsili School,	...	B.,	...	Ditto.
Jahangeer Singh,	...	Ditto	October, 1866,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Woomed Lall,	...	Ditto	Ditto,	...	Missionary Ditto,	...	B.,	...	Ditto.
Dooarka Prasad,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	B.,	...	Ditto.
Bishen Prasad,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.
Bany Madhoo,	...	Ditto	Ditto,	...	Ditto,	...	B,	...	Ditto.
Musummat Motee Rany,	...	Ditto	November, 1866,	...	Ditto,	...	B.,	...	Ditto.
Siva Buksh,	...	Ditto	Ditto,	...	Tahsili Ditto,	...	B.,	...	Ditto.
Sital Prasad,	...	Ditto	Ditto,	...	Hulqabundi Ditto,	...	B,	...	Ditto.
Ally Hoosein,	...	Ditto	Ditto,	...	Ditto,	...	B.,	...	Ditto.

APPENDIX D.

TABLE No. 15.—*Return of Candidate passed for employment or promotion in the Educational Department, North-Western Provinces, during the year* 1866-67.—(Concluded.)

Name of passed Candidates.	When and where examined.		Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	REMARKS.
	3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, N: W. PROVINCES.—(*Concluded.*)					
Ram Partab Lall, ...	Goruckpore,	December, 1866, ...	Popular School, ...	B, ...	Teachership	
Ram Sonder Lall, ...	Ditto	Ditto, ...	Hulqabundi Ditto, ...	B., ...	Ditto.	
Siva Deen Lall, ...	Ditto	Ditto, ...	Ditto, ...	B., ...	Ditto.	
Goolzaree Lall, ...	Ditto	Ditto, ...	Ditto, ...	B., ...	Ditto.	
Sham Lall Missra, ...	Ditto	Ditto, ...	Ditto, ...	B, ...	Ditto.	
Ali Hoosein Khan, ...	Ditto	Ditto, ...	Ditto, ...	B, ...	Ditto.	
Goodar Prasad, ...	Ditto	January, 1867, ...	Tahsil Ditto, ...	B, ...	Ditto.	
Gya Dutt, ...	Ditto	November, 1866, ...	Hulqabundi Ditto, ...	B., ...	Ditto.	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES
Bareilly, the 1st June, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	Remarks
1st Circle, Department Public Instruction, North-Western Provinces.				
ALLYGURH.		Rs As P.		
Residents of Secundra Rao, for Anglo-Vernacular School, ...	Cash, ...	660 0 0	Uncertain.	
Ditto of Atrouli, for ditto, ...	" ...	550 0 0		
Collector, from Chungi, for Anglo-Vernacular School at Hathras, ...	" ...	75 0 0		
Residents of Hathras, for ditto, ...	" ...	200 0 0		
BULUNDSHAHR.				
Interest of Government Paper bought by the Residents of Bulundshahr, for Anglo-Vernacular School, ...	Endowment, ...	275 0 0		
Residents of Sikundrabad, Khurja, Dibai, and Anupshahr, for Anglo-Vernacular School, ...	Cash, ...	1,678 7 1		
MEERUT.				
Residents of Meerut, for Anglo-Vernacular School,	Cash, ...	187 0 0		
Ditto Hapur, ditto, ...	" ...	220 0 0		
Ditto Barot, ditto, ...	" ...	275 0 0		
Ditto Dasna, ditto, ...	" ...	110 0 0		
MOZUFFERNAGER.				
Residents of Mozuffernager, for Anglo-Vernacular School, ...	Cash, ...	690 4 0		
SAHARANPORE.				
Residents of Saharanpore for Anglo-Vernacular School, ...	Cash, ...	631 8 0		
Ditto Deoband, ditto, ...	" ...	275 0 0		
BAREILLY.				
Collector, proceeds of Drummond Gunj, for Anglo-Vernacular School, Pilibheet, ...	Cash, ...	2,838 14 0		
Zemindars of a Mouzah in Tahsil Shahi, for Tahsili School, ...	Endowment, ...	98 0 0		
BIJNOUR.				
Residents of Bijnour, for Anglo-Vernacular School, ...	Cash, ...	1,133 0 0		
Collector, from Municipal Fund, for three Scholarships, ...	" ...	99 0 0		
Choudhari Basant Singh of Sherkote, for Anglo-Vernacular School, ...	" ...	220 0 0		
Residents of Rehar, Tajpore, Kiratpore, Dhampore, Purayni, Sheregurh, Dulichanpur, Jatpura, ...	" ...	605 0 0		
BADAON.				
Collector, from Municipal Fund, for Anglo-Vernacular School, ...	Cash, ...	1,100 0 0		
Ditto ditto, for ditto at Sahswan, ...	" ...	275 0 0		
Residents of Bissouli, for Anglo-Vernacular School, ...	" ...	150 0 0		
MORADABAD.				
Interest of Promissory Notes, for Anglo-Vernacular School, ...	Endowment, ...	2,750 0 0		
Collector, from Municipal Fund, for Anglo-Vernacular School, at Amroha, ...	Cash, ...	713 1 0		
Ditto, ditto, at Chandowsi, ...	" ...	550 0 0		
Residents of Surjaunagar, Gokharpore, ...	" ...	154 0 0		
SHAHJAHANPORE.				
Residents of Powayan, for Anglo-Vernacular School, ...	Cash, ...	220 0 0		
Ditto of Jalalabad for ditto, ...	" ...	220 0 0		
	Total, 1st Circle,	76,953 2 1		

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	Remarks.
2nd Circle, Department Public Instruction, North-Western Provinces.				
AGRA DISTRICT.		Rs. As. P.		
Rao Jotee Pershad, Huzoor Tahsil, ...	Cash, ...	370 5 4		
Baboo Umer Nath, Eradutnagar, ...	" ...	155 11 9		
Seth Gobind Das and Luchmun Das, Futtehabad,	" ...	119 10 0		
Dharam Jeet, &c., Etimadpore, ...	" ...	112 13 9		
Doorjan Lal, &c., ditto, ...	" ...	182 8 10		
Thakorani Mahtab Koner, Tallooqadar Kotila, Pergunnah Ferozabad, ...	" ...	470 12 11		
Nawal Singh, Tallooqadar Anundpore, ditto, ...	" ...	181 9 5		
Raja Mahandra Singh, Bah Pinahat, ...	" ...	304 4 3		
Rao Jotee Pershad, ditto, ...	" ...	105 0 0		
Ditto, Fatahpore Seecri, ...	" ...	106 12 6		
Hardeo Buksh, Zemindar, ditto, ...	" ...	156 8 0		
Rao Jotee Pershad, Farah, ...	" ...	148 13 0		
547 Zemindars, Huzoor Tahsil, ...	" ...	1,644 12 3		
475 " Eradatnagar, ...	" ...	1,739 2 7		
137 " Futehabad, ...	" ...	1,669 11 4		
357 " Etimadpore, ...	" ...	1,618 7 6		
213 " Ferozabad, ...	" ...	1,396 6 1		
781 " Bah Pinahat, ...	" ...	1,915 0 9		
246 " Kheragarh, ...	" ...	1,639 4 1		
547 " Fattahpore Seecri, ...	" ...	1,607 15 6		
456 " Farah, ...	" ...	1,580 15 6		
	Total, Rs....	17,026 9 4		
CAWNPORE DISTRICT.				
112 Zemindars, Jajmow, ...	Cash, ...	428 10 9	Uncertain.	
114 " Sarh Salempore, ...	" ...	1,096 5 10		
994 " Ghatampore, ...	" ...	777 4 0		
125 " Bilhour, ...	" ...	428 10 6		
165 " Sheorajpore, ...	" ...	241 9 9		
99 " Sheoly, ...	" ...	158 13 1		
151 " Bithoor, ...	" ...	438 5 3		
407 " Rasoolabad, ...	" ...	944 9 4		
294 " Bhogneepore, ...	" ...	951 4 3		
221 " Secundra, ...	" ...	1,000 8 0		
274 " Derapore, ...	" ...	1,332 8 0		
405 " Akbarpore, ...	" ...	634 15 6		
	Total, Rs....	8,433 8 3		
ETAH DISTRICT.				
Raja Khosh Hal Singh, ...	Cash, ...	119 8 0		
" Dilsookh Roy, Etah, ...	" ...	267 4 9		
" Pirthee Singh, Ava, ...	" ...	218 15 3		
Mohomed Hadiyar Khan, ...	" ...	125 0 9		
567 Zemindars, Etah, ...	" ...	2,365 15 2		
922 " Allygunj, ...	" ...	1,946 15 0		
457 " Kasgunj, ...	" ...	2,179 3 7		
	Total, Rs....	7,222 14 6		
ETAWAH DISTRICT.				
Raja Lok Inder Singh, Raees of Pertabnagar, ...	Cash, ...	154 7 6		
Kouer Zor Singh, ditto, ...	" ...	108 13 0		
Tiwari Jwala Pershad and Umrao Singh, Zemindars of Hurdoee, ...	" ...	118 8 0		
Baboo Buldeo Pershad, Tallooqadar of Bechaoly,	" ...	102 8 0		
Raja Jaswant Rao Saheb Bahadoor, Raees Lukhman, ..	" ...	102 8 0		
Ray Mahraj Koomar, Tallooqadar of Rasoolabad,	" ...	109 0 0		
Choudhari Jeychund, and wife of Odaychund, of Bishongarh, ...	" ...	314 14 0		
Varisan of Choubey Harbans Roy of Etawah,...	" ...	154 2 0		
Krishn Buldeo and Harbans Roy, ...	" ...	130 0 0		
Kouer Jamnaji, son of Lala Mahpal Singh, ...	" ...	161 2 0		
Choudhari Ganga Pershad, Tallooqadar of Dahgaon, ...	" ...	289 14 0		
Lala Laiq Singh, Raees of Harchandpore, ...	" ...	244 4 0		
Lala Mahandr Singh of Bhurya, ...	" ...	267 0 0		
503 Lambardars, Etawah, ...	" ...	2,309 0 0		
438 " Bhurtiman, ...	" ...	2,294 8 0		

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS.
ETAWAH DISTRICT.—(*Continued.*)		Rs. As. P.		
445 Lumberdars, Bidhoona, ...	Cash, ...	1,890 1 8	Uncertain.	
336 „ Phapoond, ...	„ ...	1,530 3 11		
472 „ Dalel Nagar, ...	„ ...	1,826 9 2		
	Total, Rs. ...	12,098 4 3		
FURRUCKABAD DISTRICT.				
Choudhari Jeychund, Tallooqadar of Bishengarh,	Cash, ...	275 3 0		
Raja Oodet Narain of Tirwa, ...	„ ...	292 9 0		
111 Zemindars of Huzoor Tahsil, ...	„ ...	270 10 0		
52 „ of Chubramow, ..	„ ...	224 15 11		
137 „ of Tirwa, ...	„ ...	243 12 7		
73 „ of Kannouj, ...	„ ...	327 9 9		
52 „ of Kaimgunj, ...	„ ...	527 7 3		
91 „ of Allygarh, ...	„ ...	542 1 6		
	Total, Rs. ...	2,704 4 7		
HAMIRPORE DISTRICT.				
133 Zemindars of Hamirpore, ...	Cash, ...	269 0 0		
206 „ of Somerpore, ...	„ ...	550 10 0		
240 „ of Mondha, ...	„ ...	1,357 0 0		
25 „ of Mahoba, ...	„ ...	339 5 9		
192 „ of Punwaree, ...	„ ...	784 5 0		
469 „ of Rath, ...	„ ...	514 4 4		
307 „ of Jalalpore, ...	„ ...	743 1 8		
	Total, Rs. ...	4,557 10 9		
JALOUN DISTRICT.				
Raja Roop Sah of Jagummunpore, ...	Cash, ...	131 8 0		
LALITPORE DISTRICT.				
191 Zemindars of Lalitpore, ...	Cash, ...	983 14 0		
15 „ of Mahrouni, ...	„ ...	120 0 0		
	Total, Rs. ...	1,103 14 0		
MUTTRA DISTRICT.				
Rani Kantiyani of Chata, ...	Cash, ...	246 0 0		
Seth Rughonath Das and Luksmichund Roy, Tallooqadar, ...	„ ...	217 7 2		
Swami Ranga Charee, ...	„ ...	137 13 6		
Thakorani Mussumat Hakim-un-Nisan, Tallooqadar, ...	„ ...	149 15 0		
Raja Pirthee Singh, Tallooqadar of Ava, ...	„ ...	282 0 0		
129 Zemindars, Huzoor Tahsil, ..	„ ...	181 8 0		
5,139 „ Areeng, ...	„ ...	806 0 0		
4,495 „ Chata, ...	„ ...	771 13 2		
1,346 „ Kosee, ...	„ ...	780 0 0		
4,424 „ Nojheel, ...	„ ...	1,598 14 2		
3,803 „ Mahaban, ...	„ ...	1,577 0 0		
3,404 „ Sadabad, ...	„ ...	1,218 3 0		
812 „ Jalesar, ...	„ ...	1,026 11 10		
	Total, Rs. ...	8,993 5 10		
MYNPOORY DISTRICT.				
Raja Bhawani Singh, Tallooqadar, Mynpoory, ...	Cash, ...	505 3 0		
Raja Pirthee Singh, ditto, Nouner, ...	„ ...	163 4 0		
Wife of Kouer Golab Singh, ditto, Saman, ...	„ ...	109 8 0		
Choudhari Oodaychund, ditto, Oucha, ...	„ ...	399 11 0		
Thakorani Mahtab Kouer, ditto, Pharia, ...	„ ...	88 0 0		
Laiq Singh, Tallooqadar, Laboua, ...	„ ...	118 10 0		
Karan Singh, brother to Kesri Singh, and Kansraj, Tallooqadar, Bharoul, ...	„ ...	142 0 0		
Khem Singh and Imrat Roy, &c., ...	„ ...	158 13 0		
162 Zemindars, Mynpoory, ...	„ ...	1,482 12 0		
170 „ Karhal, ...	„ ...	1,514 14 0		
279 „ Bhogaon, ...	„ ...	2,005 7 9		
214 „ Shekohabad, ...	„ ...	2,291 11 0		
202 „ Moostafabad, ...	„ ...	2,245 4 0		
	Total, Rs. ...	11,225 1 9		
	Total, 2nd Circle,	73,365 9 3		

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS.
3RD CIRCLE, DEPARTMENT PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES.		Rs. As. P.		
JAY NARAIN'S COLLEGE AND FREE SCHOOL, BENARES.				
The Right Hon'ble the Governor-General of India, ...	Cash for Scholarships, ...	50 0 0	For one year.	
Raja Sutt Shurn Ghosal, Bahadoor, ...	" " ...	55 0 0		
MIRZAPORE SUBSCRIPTION SCHOOL.				
Subscriptions and Donations, ...	Cash, ...	2,964 10 6		
MIRZAPORE MISSION SCHOOL.				
Subscriptions and Donations, ...	" ...	1,085 0 0		
CHUNAR MISSION SCHOOL.				
Subscriptions and Donations, ...	" ...	55 0 6		
ALLAHABAD NATIVE CHRISTIAN PARISH SCHOOL.				
Subscriptions and Donations, ...	" ...	146 0 0		
GORUCKPORE C. M. ANGLO-VERNACULAR BOYS' SCHOOL.				
Subscriptions and Donations, ...	" ...	50 0 0		
GYANPORE SCHOOL OF HIS HIGHNESS THE MAHARAJA OF BENARES				
Subscriptions and Donations, ...	" ...	550 0 0		
GHAZIPORE GERMAN MISSION SCHOOL.				
C. F. Carnac, Esq., ...	" ...	55 0 0		
H. Lushington, Esq., ...	" ...	48 0 0		
G. B. Pasley, Esq., ...	" ...	32 0 0		
E. M. Thornhill, Esq., ...	" ...	12 0 0		
Dr. J. B. Allen, ...	" ...	18 0 0		
W. Oldham, Esq., ...	" ...	12 0 0		
H. P. Mulock, Esq., ...	" ...	11 0 0		
JOUNPORE CENTRAL SCHOOL				
Subscriptions and Donations, ...	" ...	265 0 0		
BENGALITOLA PREPARATORY SCHOOL.				
Subscriptions, ...	" ...	559 0 0		
BHUDOHEEN SCHOOL				
Subscriptions and Donations, ...	" ...	149 0 0		
SIGRA MALE AND FEMALE NORMAL SCHOOL.				
Subscriptions and Donations, ...	" ...	457 13 0		
SIGRA PRACTISING, MODEL, AND ORPHAN SCHOOL.				
Subscriptions and Donations, ...	" ...	1,910 2 0		
MRS SMITH'S GIRLS' SCHOOL.				
Mrs. Kennedy, ...	" ...	60 0 0		
The Hon'ble D. F. McLeod, C.B., ...	" ...	100 0 0		
The Hon'ble E. Drummond, ...	" ...	100 0 0		
Mrs Cockburn, ...	" ...	12 0 0		
Sir W. Muir, K.L.S.I., ...	" ...	50 0 0		
R. Temple, C.S.I., ...	" ...	50 0 0		
Mrs. Henderson, ...	" ...	120 0 0		

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.—(Continued.)

Name of Donors.	Description of Donations.	Annual Value.	For what period to continue.	REMARKS
MRS. SMITH'S GIRL'S SCHOOLS.—(*Contd.*)		Rs. As. P.		
Mrs. Shakespear, ...	Cash, ...	45 0 0		
Mrs. Ironside, ...	" ...	60 0 0		
R. Griffith, Esq., M.A., ...	" ...	45 0 0		
Mrs. Goodwyn, ...	" ...	5 0 0		
Mrs. Dunbar, ..	" ...	24 0 0		
Mrs. Miles, ...	" ...	10 0 0		
W. W., ...	" ...	10 0 0		
Mrs. Nicholas, ...	" ...	12 0 0		
Mrs. Scotland, ...	" ...	10 0 0		
Through Revd. Wilkinson, Indore, ...	" ...	75 0 0		
Church Missionary Society, ...	" ...	480 0 0		
Secretary to Munshi Sital Singh's Bequest, ...	" ...	50 0 0		
TAHSILI SCHOOLS, ALLAHABAD.				
Lala Thakoor Prasad, ...	1 House for Balapore Tahsili School, ...	12 0 0		
AZIMGURH.				
The Sudder Board of Revenue, ...	Cash, ...	4 0 0		
Purmeshwar Dial Singh, ...	" ...	25 0 0		
Bisisur Dial, ...	" ...	5 0 0		
The Joint Magistrate, ...	" ...	2 0 0		
Three Native Gentlemen, ...	" ...	13 0 0		
BENARES.				
Maharajah of Benares, ...	House, ...	6 0 0		
Baboo Siva Prasad, ...	" ...	6 0 0		
Baboo Oomrao Singh and two others, ...	" ...	16 0 0		
FUTTEHPORE.				
Sheikh Ahmed Buksh Khan Bahadoor, ...	Houses, ...	60 0 0		
The Collector and four Native Gentlemen, ...	" ...	38 0 0		
GHAZIPORE.				
Pundit Thakoor Dutt, ...	Houses, ...	100 0 0		
Amlahs of Bullia Kuchehri, ...	Cash, ...	492 4 0		
JOUNPORE.				
Moulvi Hyder Hosein and 20 other persons, ...	Houses and Cash,	413 4 3		
MIRZAPORE.				
His Highness the Maharajah of Benares, ...	House, ...	6 0 0		
Two Native Gentlemen, ...	" ...	7 0 0		
HALQABANDI SCHOOLS, AZIMGARH.				
Ramesur Dobey, ...	Houses, ...	12 0 0		
Bhagwat Dutt, ...	" ...	12 0 0		
Sudder Board of Revenue, ...	Cash, ...	3 0 0		
20 Native Gentlemen, ...	Houses, ...	240 0 0		
5 " " ...	" ...	100 0 0		
11 " " ...	" ...	87 0 0		
BANDA.				
Subscriptions and Donations, ...	Cash & Houses,	814 8 0		
BENARES.				
20 Native Gentlemen, ...	Houses, ...	116 12 0		
BUSTEE.				
35 Native Gentlemen, ...	" ...	255 0 0		
FUTTEHPORE.				
Residents of Futtehpore, ...	Houses & Cash,	1,520 0 0		

APPENDIX D.

TABLE No. 16.—*Return of Private Donations and Endowments from which aid was received by the Department Public Instruction, North-Western Provinces, during the year* 1866-67.—(Concluded.)

Name of Donors	Description of Donations.	Annual Value.	For what period to continue	REMARKS
GORUCKPORE.		Rs. As. P.		
50 Native Gentlemen, ...	Houses, ...	779 0 0		
MIRZAPORE.				
35 Native Gentlemen, ...	" ...	365 6 0		
GIRLS' SCHOOLS, MIRZAPORE.				
Subscriptions and Donations, ...	Cash, ...	163 7 1		
AZIMGURH.				
Five Native Gentlemen, ...	Houses, ...	38 1 0		
BANDA.				
Subscriptions and Donations, ...	Cash & Houses,	34 14 0		
BENARES.				
20 Native Gentlemen, ...	Cash, &c. ...	72 0 0		
BUSTEE.				
12 Native Gentlemen, ...	" ...	53 0 0		
GORUCKPORE.				
Three Native Gentlemen, ...	" ...	36 0 0		
JOUNPORE.				
Two Native Gentlemen, ...	" ...	12 0 0		
ANGLO-VERNACULAR SCHOOLS, BANDA.				
Rampershad and 10 others, ...	House & Cash,	110 0 0		
36 Native Gentlemen, ...	" ...	88 9 1		
POPULAR SCHOOLS, JOUNPORE.				
Residents of Azimgurh, ...	" ...	3,212 0 0		
20 Native Gentlemen, ...	" ...	1,319 0 0		
12 " " ...	" ...	757 0 0		
BENARES.				
16 Native Gentlemen, ...	Cash, &c, ...	260 0 0		
FUTTEHPORE.				
72 Native Gentlemen, ...	" ...	3,619 0 0		
GHAZEEPORE.				
31 Native Gentlemen, ...	" ...	277 0 0		
GORUCKPORE.				
Two Native Gentlemen, ...	" ...	25 0 0		
MIRZAPORE.				
80 Native Gentlemen, ...	" ...	1,223 0 0		
	Total, 3rd Circle,	26,573 4 5		
GOVERNMENT SCHOOL, AJMERE				
Maharajah of Jeypore, ...	Cash, ...	500 0 0		
Thomason Scholarship, ...	" ...	96 0 0		
	Total, Rs. ...	596 0 0		
	GRAND TOTAL,	1,17,487 15 9		

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES
Bareilly, the 1st June, 1867.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX D.

TABLE No. 17.—*General Statement of Amount expended by Government on Education during the year* 1866-67.

	Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-aid.	Total.	Remarks.	Salaries.	Contingencies.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. A. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
General Establishment,...	(a) 149,464 2 7	...	...	(a) 28,835 1 2	...	1,78,299 3 9	Items marked (a) contain an account of Director of Public Instruction and his Office Establishment, ...	33,359 10 8	2,546 14 6
							Inspector, 1st Circle, Department Public Instruction, North-Western Provinces, his Office Establishment, and the Deputy and Sub-Deputy Inspectors under him, ...	38,820 11 9	8,773 0 1
							Inspector, 2nd Circle, Department Public Instruction, N. W. Provinces, ditto ditto, ...	39,960 6 10	10,769 10 6
							Inspector, 3rd Circle, Department Public Instruction, N. W. Provinces, ditto ditto, ...	31,097 5 4	3,965 7 2
							Inspector, Kumaon Circle, Department Public Instruction, N. W. Provinces, do. do., ...	4,191 0 0	2,393 0 6
							Inspector, Ajmere Circle, Department Public Instruction, N. W. Provinces, do. do., ...	2,035 0 0	387 0 5
							Total, ...	1,49,464 2 7	28,835 1 2
GOVERNMENT COLLEGES AND SCHOOLS. General,	(b) 2,25,868 14 3	20,761 0 0	53,594 4 3	(b) 29,763 9 7	20,417 0 0	3,50,404 12 1	Items marked (b) contain an account of Agra College, ...	42,727 4 10	1,203 0 0
							Benares College, ...	49,674 12 5	2,660 15 11
							Bareilly College, ...	31,491 0 0	2,692 12 0
							Ajmere School, ...	16,455 5 10	3,315 5 9
							Etawah Ditto, ...	10,200 0 0	...
							Salary Tahsili School Teachers in the five Circles and Contingencies, &c, in do, ...	75,320 7 2	19,891 7 11
							Total, ...	2,25,868 14 3	29,763 9 7

APPENDIX D.

TABLE No. 17.—*General Statement of Amount expended by Government on Education during the year* 1866-67.

		Salaries.	Scholarships	Buildings.	Contingencies and Books.	Grants-in-aid.	Total
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P
	Special,	(c) 99,815 4 5	...	484 8 0	(c) 11,853 2 6	...	1,12,152 14 11
Private Colleges and Schools,	General,	...	...	5,506 0 0	...	1,51,795 14 8	1,57,301 14 8
	Special,	...	...	...	...	2,475 0 0	2,475 0 0
Total, ...		4,75,148 5 3	20,761 0 0	59,584 12 3	70,451 13 3	1,74,687 14 8	8,00,633 13 5

Remarks.	Salaries.	Contingencies.
	Rs As. P.	Rs As. P.
Items marked (c) contain an account of Medical School, Agra. ...	6,777 5 11	...
Thomason Civil Engineering College, Roorkee,	60,719 0 0	11,666 0 0
Normal School, Agra, ...	10,170 8 3	...
" Benares, ...	10,994 8 0	...
" Meerut, ...	7,097 14 2	187 2 6
" Almorah, ...	770 0 0	...
" Ajmere, ...	403 0 0	...
" Etawah, ...	600 0 0	...
" Agra (Female), ...	1,750 0 1	...
" Benares (Ditto), ...	533 0 0	...
Total, ...	99,815 4 5	11,853 2 6

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
N. W. PROVINCES :
Bareilly, the 5th September, 1867.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

No. 2314A.

FROM

R. SIMSON, ESQUIRE,

Secretary to Government, N. W. P.,

To

M. KEMPSON, ESQUIRE, M.A.,

Director of Public Instruction, N. W. P.

DATED NYNEE TAL, THE 13TH JULY, 1867.

SIR,—I am directed to acknowledge the receipt, on the 4th ultimo, of your letter No. 400, dated the 1st May, and its annexures, being the Annual Report on the progress of education in these Provinces for the year 1866-67.

2. The proportions of expenditure on the controlling agency and instruction, as shown in the 4th paragraph of your letter, are considered satisfactory, with reference to the steady increase of the expenditure under the latter head.

3. The Lieutenant-Governor is glad to observe the testimony borne in paragraph 5, and in other parts of the Report, to the beneficial influence of expenditure on School accommodation in the promotion of education itself.

4. His Honor trusts that good results from the appointment of District Educational Committees will soon appear. It is not, however, intended that Presidents of Local Committees, as such, should have any authority in respect of expenditure.

5. The Lieutenant-Governor concurs in the remarks contained in your 7th paragraph, in regard to the demand of fees for education. Now that the desire to obtain it has been excited, it would, His Honor considers, be a mistaken policy to continue to give a high education gratis, or at a very low cost; but it was not a mistake to start with this policy. Now that the advantages to be reaped from College education are evidenced in the successful careers of students who have enjoyed it, and the desire for the higher education has been stimulated, the inducements to seek it originally held out may be withdrawn. If, however, students had not at first been attracted by the inexpensiveness of the education given, the success of the Colleges would have been very problematical. As respects the disbursement of fees, I am to observe that, so long as they are of small amount, there is no objection to their application to necessary contingencies, but as they increase, it may be necessary to devote them to the reduction of the cost of schools.

6. The number of candidates who passed the examinations of the Calcutta University in 1866 is considered on the whole good; and although the results are not equal to those of the preceding year, the percentage is very much better than the general average of passed candidates.

COLLEGES.

7. *Agra.*—The report as respects the Agra College is not unsatisfactory, and the improvement in the School department is decided; the raising of the minimum fee is judicious, and will, it may be hoped, tend to strengthen the Senior Department. The results for the year are creditable to the exertions of Mr. Lloyd, the Officiating Principal.

8. *Bareilly.*—His Honor was much pleased with what he observed at the Bareilly College on the occasion of his visit, referred to in paragraph 16th. There are many signs of substantial progress and of increasing interest in education on the part of the people, but the Lieutenant-Governor has been rather disappointed at the result of the examinations. It is understood that the Head Master was absent for a time, owing to sickness, and this may have had an injurious effect on the progress of some of the pupils.

9. With reference to paragraph 17, I am to observe that the good feeling of Madho Rao Venaik, and his manner of expressing it, are as creditable to himself as to those who have superintended his education, and the Commissioner of the Rohilkund Division will be requested to convey to him an expression of the pleasure with which the Government have received intimation of his liberality.

10. *Benares.*—It is much to be regretted that the two students from the Benares College who went up as candidates for the M. A. degree of the Calcutta University failed in securing the immediate reward of their application; but it may be hoped that they will find the time has been well spent, and that their failure will not act as a discouragement to others.

11. The large number of students who went up for the entrance examination of the Calcutta University from the Benares College, and the high proportion of them who passed, are very creditable.

12. The Sanscrit and Anglo-Sanscrit Departments seem also to have advanced. You have already been informed that Government has no intention of in any measure withdrawing its support of the Sanscrit College.

13. The report, both as regards the College generally and also the Sanscrit Branch, reflects very great credit upon the Principal, Mr. Griffith, whose able superintendence deserves acknowledgment. The Lieutenant-Governor has also much pleasure in recording his appreciation of the zealous exertions of the gentlemen named in paragraph 28, and requests that his thanks may be conveyed to them.

14. I am, at the same time, to express a hope that next year you may be able to report more favorably of the progress of the Law classes under their new Professor.

15. *Schools.*—It is observed that at the University Examination, Benares passed the largest number, but the best student came from Agra, and the largest proportion of passed candidates were educated at the Ajmere School, every candidate from which was successful. The continued prosperity of the Ajmere School is most encouraging and creditable to Mr. Goulding. His Honor has received with approval the proposal to convert the institution into a College.

16. Five out of the eight candidates from Hume's High School passed the Entrance Examination,—a result most creditable to the Head-Master.

17. The Lieutenant-Governor concurs with you in thinking that the fees at present charged at this School are too small, and that they should be raised gradually. You are requested to arrange for this being done.

18. The report of the Allygurh School, as given in the 43rd paragraph of your letter, is very satisfactory.

19. In attendance at the Tehseelee Schools of the 1st Circle, there is an average increase on the whole of 945 boys, but the 1st and 2nd classes show a decrease, the cause of which is not apparent.

20. Although there may be difficulties attending the accurate registration of results in the form given in paragraph 48, it may nevertheless prove useful hereafter, and may probably therefore with advantage be kept up. It will show with facility the progress made by Schools during the year, as also those which have retrograded.

21. On the subject of encouraging the study of Persian in Tehseelee Schools, advocated by the Officiating Inspector, Mr. Deighton, and treated of in the 49th paragraph of your report, I am to remark that Persian is not a language the study of which it is desirable specially to encourage in schools of the lower class, such as Tehseelee and Hulkabundi Schools. Where, to meet the wishes of parents, its study is

permitted, the Lieutenant-Governor considers that higher fees should be charged. His Honor agrees with you that some knowledge of Arabic roots and inflexions is more advantageous to the student of Urdu than Persian.

22. It is to be regretted that so large a proportion of the pupils attending the Hulkabundi Schools of the 1st Circle abandon their studies before they can have attained more than the merest smattering of knowledge. Out of 27,000 boys attending the four classes, only 4,500 belonged to the two Senior classes. This, however, differs but little from the average of previous years, and is probably to be ascribed to the classes from which the bulk of the scholars are drawn.

23. The falling-off of the indigenous schools in this Circle may be regarded as an evidence that the teachers are not equal to those of the Hulkabundi Schools. As the progress of education extends, an increase may be expected in the number of those qualified to undertake the duties of private tutors in the families of the wealthy, or to take to teaching as a profession, and it will then be possible and proper for Government to give larger aid to private institutions, and to withdraw gradually from the direct management of schools of this class, as of others also. The aim of the Government has been the renovation, not the extinction of a national education, and the object has been so far gained, that if it were to withdraw at once from its connection with Hulkabundi Schools, it may safely be assumed that they would still continue in existence in their improved form under their present teachers.

24. The report on the Tehseelee Schools of the 2nd Circle is, on the whole, satisfactory. Dr. Anderson's remarks are interesting and valuable, and correctly delineate the difficulties and defects which have to be contended with.

25. In the Hulkabundi Schools, here as elsewhere, the great falling-off in numbers in the higher classes is a prominent feature, especially in Muttra; but the progress made, as compared with last year, is encouraging, and the general result is, on the whole, not unfavorable.

26. The report of the Lower Schools in Circle 3rd is also satisfactory. There is an increase of three Tehseelee Schools, of 97 Hulkabundi Schools, and of 3,897 boys. The average attendance at Tehseelee Schools has improved, but at Hulkabundi Schools it is nearly two per cent. less than in 1865.

27. The state of the lower Schools in Ajmere is very satisfactory. The "average attendance," column of the statement given in paragraph 81 should have been omitted, as it is manifestly incorrect.

28. The Kumaon Tehseelee Schools on the whole are fair.

29. In Gurhwal the improvement is very slight, but this is in a great measure attributable to the distress which prevailed in the Province. The Hulkabundi Schools are, however, in a satisfactory condition.

30. *Female Schools.*—In the 1st Circle there is a falling-off observable in the number both of Female Schools and of scholars, of which the Officiating Inspector, Mr. Deighton, gives no sufficient explanation; this circumstance is the more to be regretted, as satisfactory progress is shown in the other two major circles. Adverting to your 88th paragraph, I am to observe that, wherever the people themselves express a desire for the establishment of a Female School, His Honor sees no reason why support should not be given to it from the Hulkabundi Funds.

31. The whole of Dr. Anderson's remarks on the increasing improvement of the Female Schools in his Circle are very interesting. The friendly feeling shown by the zemindars towards the establishment of these institutions affords a remarkable and most encouraging proof of the great change taking place in Native opinion on the question of the propriety of female education.

32. Adverting to the remarks of Mr. Griffith, on the appointment of a European Inspectress, I am to observe that, in the opinion of the Lieutenant-Governor, if a married lady could be procured for the work, whose husband could act as Deputy Inspector or Assistant Inspector, the arrangement would be very advisable; and although there are difficulties in the way, it is hoped that it may eventually be carried out.

33. The report on Normal Schools is not very promising. In regard to the training given in these schools, the great point is to instruct the students how to teach others properly, not greatly to raise the standard of their acquirements.

34. If, as would appear, the English class mentioned in your 114th paragraph is an optional and not a compulsory one, it would be a great mistake to abolish it, and more especially to do so in favor of Persian.

35. The Female Normal Schools at Agra and Futtehpore appear on the whole to be making fair progress.

36. In the competition for Scholarships, the Agra College was very backward in 1866, and the improvement in the present year is marked. Benares also shows good progress. The falling-off at Bareilly is to be regretted.

37. The Board of Revenue have been addressed with reference to the large proportion of privately educated natives who have been appointed during the past year in the Revenue Department, as compared with other Public Departments. It is, however, noted that the qualifications required for 15 out of the 31 Revenue appointments made were peculiar, and not such as were likely to be possessed by young men fresh from College; while the salaries attached to 14 of these appointments were so small, varying from Rs. 10 to Rs. 15 per mensem, as not to be attractive to advanced students. The propriety of requiring all candidates for subordinate Revenue appointments to pass a special examination has been suggested by the Board, who have proposed that the examinations shall be conducted by the Educational Department. Extracts from the correspondence* are forwarded for your information.

* Revenue Report for 1865-66, Clause XI., paragraph 135.
To Board, No. 262A., dated 8th April, 1867, paragraph 27.

38. In reference to your remarks on the study of English, I am to observe that the desire for its knowledge is, His Honor thinks, but partially affected by the prospect which it holds out of employment in the Civil Departments of Government. It has no doubt been stimulated by the increasing number of Europeans in the Army and on the Railways, who cannot communicate with the people in their own language, and by the institution of the High Court, and the prospect of a more extended use of English at its bar; but on the whole, it may be accepted, like the desire for female education, as a sign of the general progress of the people.

39. The progress of education in the North-Western Provinces during the past year has been steady and well maintained, and reflects credit on the administration, and His Honor desires me to convey his thanks to yourself and to the gentlemen named in your paragraph 144, to whose exertions these results are mainly due.

I have the honor to be,
SIR,
Your most obedient Servant,
R. SIMSON,
Secy. to Govt., N. W. P.

PRINTED AT THE GOVERNMENT PRESS, ALLAHABAD

SECRETARIAT
GOVERNMENT 1868 N.W.P.

REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

NORTH-WESTERN PROVINCES

For the Year 1867-68.

PART I.

By M. KEMPSON, Esq, M A.,
Director of Public Instruction, North-Western Provinces.

Allahabad:

PRINTED AT THE GOVERNMENT PRESS, NORTH-WESTERN PROVINCES.

1868.

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For the Year 1867-68.

By M. KEMPSON, Esq., M. A.,
Director of Public Instruction, North-Western Provinces.

No. 400 of 1868-69.

From

M KEMPSON, Esquire, M.A.,
Director of Public Instruction, N.-W. P.,

To

R. SIMSON, Esquire,
Secy. to Government, N.-W. P.

Dated Bareilly, the 1st May, 1868.

Sir,

I have the honor of laying before His Honor the Lieutenant-Governor my Report on the state of Education in these Provinces during the year 1867-68, as follows:—

SECTION I.—CONTROL.

2. This is shown in the marginal table, which differs slightly from last year's, in the enrolment of an Inspectress of Female Schools, appointed in January last, and an additional Assistant Inspector, her husband. Another Deputy Inspector for the new District of Bustee, formerly part of Goruckpore, has been added.

Director, ...	... 1
Inspectors, ...	... 5
Assistant Inspectors,	... 4
Inspectress of Girls' Schools,	1
Deputy Inspectors,	... 31
Sub-Deputy Inspectors,	... 68

The Inspector of the 1st Circle being absent in England on medical certificate, his duties have been supplied by Mr. Howell, of the Civil Service, during the greater portion of the year. Dr. Anderson, Inspector of the 2nd Circle, retired from the service during the year, and has been succeeded by Mr. Lloyd, who officiated last year as Principal of the Agra College.

3. Local Educational Committees have been organized in all the districts, and in many places with good effect. The reports of the various Committees will be submitted when they are collected. A circular, explanatory of their general functions, and asking their consideration of various points of interest, was issued by me early in the year. The question of the rate of fees to be levied in Zillah Schools was the one which excited the chief interest, and it appeared universally that the native members of Committee disapproved of the fee system *in toto*. The Zillah Schools are, however, properly speaking, less under the inspection of the Committees than the District Vernacular Schools,—a share in the management of which was the claim put forward by the Allygurh petitioners in the first instance. The Futtehgurh Committee is distinguished above all others by its attention to the condition of these schools. The Officiating Collector, Mr. C. A. Daniell, and the Deputy Collector, Mahommad Mobeen, did great service in reorganizing the Village Schools of the district, which, from mismanagement and want of method in disbursing the School Cess Fund, had become disordered. The Village Schools in the Muttra District, where the cess payments have always been irregular, are now in an improved condition, under efforts made by the Local Committee. Many of the Committees considered the question of Female Normal

Schools at my suggestion, and furnished considerations of value in discussing the general subject. The Mynpoorie Committee entered most fully into the question, but much local difference of opinion was observable.

4. The Summary Abstract of Expenditure, Imperial and Local, appears in this table :—

Charges.	Imperial.	Local.
	Rs. As. P.	Rs. As. P.
Direction, ...	37,847 3 10	...
Inspection, ...	1,54,541 5 11	7,619 7 2
Instruction, ...	7,70,446 10 7	5,22,288 1 7
Total, ...	9,62,835 4 4	5,29,907 8 9

The proportions of expenditure are therefore nearly as follow :—2·5, 10·8, 86·7. Last year they were 2·9, 11·6, 85·5; and it may be added that in 1862-63 they were 5·24, 18·06, 76·7;—that is, *the relative amount spent on instruction has risen exactly* 10 *per cent. since* 1862-63.

5. One item of increase under "Instruction" is the establishment of Zillah Schools, which are generally "middle-class" schools for the present, with hopes of rising to the grade of "High Schools," when they are able to educate up to the matriculation standard of the University. These schools have superseded the Anglo-Vernacular Subscription Schools at Sudder Stations, which grew out of the Tahsili Schools, and the cost of which fell on principle to the grant-in-aid provision. It is an improvement, although the grant-in-aid principle is withdrawn, because the meagre subscriptions raised, and the slackness of payment, made it impossible to hope for really practical results. Now, as a rule, each district has its Anglo-Vernacular Sudder Zillah School supported by the Government, and the Subscription Anglo-Vernacular Schools have retreated to the larger towns of other than the Huzùr Tahsils. I said above, "as a rule." I mean that not all districts have as yet a Zillah School. The Districts of Agra, Bareilly, and Benares have their Colleges. Those of Goruckpore, Azimgurh, Jounpore, and Ghazeepore have large Mission Schools at the Sudder Stations, with the action of which the Government has no desire to compete. The district of Jaloun does not want a Zillah School, and so forth. An account of the general condition of these schools will find place further on—Section IV.

6. The sum spent on Educational buildings, including repairs, was Rs. 68,944-14; the marginal list exhibits the outlay in detail. The largest allotment was assigned for the new College to be erected at Ajmere,—*viz.*, Rs. 17,000.* It is much to be regretted that the grant to Allygurh has remained unspent, in consequence of the local authorities having been unable to arrange for a site until late in the year, or to agree on the estimates. The large new School at Moradabad is progressing. The building of the Lower School to the Bareilly College is in abeyance, owing to want of local funds.

Memo. of School Accommodation.

No. of Schools.	Districts.	Amounts.
		Rs. As. P.
1	Meerutt, ...	1,162 0 0
1	Aligarh, ...	10,000 0 0
3	Bijnaur, ...	5,217 0 0
1	Moradabad, ...	2,806 0 0
2	Bareilly, ...	3,109 0 0
1	Mathra, ...	5,000 0 0
1	Mynpuri, ...	2,500 0 0
1	Cawnpúr, ...	600 0 0
3	Hamírpur, ...	2,800 0 0
1	Jhansí, ...	1,700 0 0
1	Lalatpur, ...	628 8 0
9	Fattehpur, ...	2,502 10 0
4	Banaras, ...	2,284 12 0
9	Kamaùn, ...	760 0 0
1	Ajmere, ...	17,000 0 0
	Repairs of School-houses for 1867-68,	10,875 0 0
	Total Rs, ...	68,944 14 0

7. The expenditure of the Cess Funds during the year is approximately as follows, district by district :—

* The laying of the foundation-stone of the new College will be noticed further on.

Statement showing the Estimated Income and Expenditure of the School Cess in the N.-W. Provinces, in the year 1867-68.

Number.		Districts.	Number of Schools.	Number of Scholars.	Estimated Annual Income.	Estimated Expenditure. Salaries of Teachers, &c., per annum, as they stood on the 1st Septr., 1867-68.	Estimated Expenditure on buildings during the year 1867-68	Estimated Scholarships during the year 1867-68.	Estimated Prizes and Books for use, &c., for the year 1867-68.	Contingencies, &c., for the year 1867-68.	Female Schools.	Total.
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
1	1st Circle.	Aligurh, ...	95	3,246	11,836 0 0	10,557 0 0	...	120 0 0	720 0 0	373 0 0	...	11,770 0 0
2		Bulandshahr, ...	119	4,209	13,000 0 0	12,002 0 0	...	96 0 0	404 0 0	488 0 0	...	12,990 0 0
3		Meerutt, ...	131	4,384	18,400 0 0	16,880 0 0	...	120 0 0	700 0 0	620 0 0	...	18,320 0 0
4		Mozuffernagar, ...	107	3,365	12,500 0 0	11,628 0 0	...	139 0 0	450 0 0	280 0 0	...	12,490 0 0
5		Saharunpore, ...	101	3,381	11,000 0 0	9,984 0 0	...	132 0 0	400 0 0	468 0 0	...	10,984 0 0
6		Dehra Doon, ...	3	102	351 0 0	278 0 0	...	...	45 0 0	22 0 0	...	345 0 0
7		Bareilly, ...	6	186	501 0 0	432 0 0	...	...	50 0 0	10 0 0	...	492 0 0
8		Moradabad, ...	68	2,363	10,000 0 0	9,118 0 0	...	132 0 0	418 0 0	323 0 0	...	9,991 0 0
9		Badaon, ...	86	2,347	8,920 0 0	8,114 0 0	...	204 0 0	346 0 0	250 0 0	...	8,914 0 0
10		Shahjehanpore, ...	107	3,568	11,000 0 0	9,936 0 0	...	156 0 0	399 0 0	445 0 0	...	10,936 0 0
11		Bijnour, ...	...	...	...	...	...	...	...	...	...	...
1	2nd Circle.	Agra, ...	211	5,743	17,076 10 4	13,257 6 9	146 14 9	790 10 0	458 11 8	397 3 7	2,480 3 10	17,531 2 7
2		Cawnpore, ...	95	2,960	8,564 8 3	7,343 1 5	79 8 0	335 1 1	...	136 12 0	997 0 5	8,891 6 11
3		Etah, ...	95	2,864	7,296 14 6	6,656 0 3	42 0 0	185 0 8	96 14 6	380 14 6	29 0 0	7,389 13 11
4		Etawah, ...	136	3,525	12,096 0 0	9,147 11 1	1,948 0 0	799 8 0	31 15 6	436 1 9	...	12,363 4 4
5		Hamirpoor, ...	62	1,576	10,918 8 2	3,909 0 10	64 7 0	193 7 3	192 14 6	171 5 2	...	4,531 2 9
6		Jhansi, ...	78	2,303	4,800 0 0	5,337 0 0	718 14 0	...	17 8 0	757 9 0	...	6,830 15 0
7		Jaloun, ...	62	2,124	6,145 0 0	3,955 4 8	92 8 0	55 9 0	175 11 6	222 5 4	192 0 0	4,693 6 6
8		Lullutpore, ...	12	307	702 9 5	...	...	...	...	...	...	...
9		Muthra, ...	171	3,987	9,377 3 10	8,648 4 4	...	...	57 0 0	123 10 2	...	8,828 14 6
10		Mynpoory, ...	137	3,948	12,525 9 8	8,661 7 9	339 4 8	388 7 2	92 12 0	251 10 3	489 12 11	10,223 6 9
11		Furruckabad, ...	51	2,243	3,020 5 4	4,595 0 11	410 4 3	213 6 11	226 3 0	76 14 0	47 0 0	5,568 13 1
1	3rd Circle.	Allahabad, ...	152	3,576	11,239 1 0	10,470 0 0	300 0 0	156 0 0	100 0 0	213 1 0	...	11,239 1 0
2		Azimgurh, ...	83	2,900	7,444 1 6	6,735 0 0	200 0 0	288 0 0	100 0 0	121 1 6	...	7,444 1 6
3		Banda, ...	180	3,431	13,121 6 8	10,345 6 0	1,500 0 0	516 0 0	200 0 0	560 0 8	...	13,121 6 8
4		Benares, ...	64	1,660	5,100 0 0	3,550 0 0	1,000 0 0	228 0 0	200 0 0	122 0 0	...	5,100 0 0
5		Busti, ...	155	6,139	13,296 0 6	9,192 0 0	3,000 0 0	282 0 0	200 0 0	622 0 6	...	13,296 0 6
6		Futtehpore, ...	88	2,938	5,325 9 3	5,325 9 3	...	...	...	...	...	5,325 9 3
7		Ghazeepore, ...	80	4,050	14,632 0 0	8,471 0 0	5,000 0 0	384 0 0	200 0 0	577 0 0	...	14,632 0 0
8		Goruckpore, ...	236	10,827	14,264 11 8	13,284 0 0	...	382 0 0	200 0 0	398 11 8	...	14,264 11 8
9		Jounpore, ...	90	2,668	12,410 9 0	5,787 8 0	5,500 0 0	204 0 0	200 0 0	719 1 0	...	12,410 9 0
10		Mirzapore, ...	100	2,419	8,782 0 0	6,516 0 0	1,500 0 0	252 0 0	200 0 0	314 0 0	...	8,782 0 0
1		Gurhwal, ...	41	1,412	3,218 9 5	3,052 14 10	...	105 0 0	...	60 10 7	...	3,218 9 5
		Total, ...	3,202	1,00 751	2,98,864 6 6	2,43,168 12 1	21,841 12 8	6,850 2 1	6,881 10 8	9,941 0 8	4,235 1 2	2,92,918 7 4

I observe (1) that the pay of the teachers, the cost of buildings and rewards, as estimated for in the above statement, amount to 94 per cent. of the total outlay; (2) that the remaining 6 per cent. is for books and contingencies, which latter include the cost of collection; (3) that the average cost of each school is Rs. 7-8 per mensem; (4) that the instruction of one boy for one year costs Rs. 3.

Instruction, as compared to area and population, will receive notice further on, in Section IV.

8. As regards fees, the collections for the year in the Upper Educational Institutions are contrasted in the marginal exhibit with those of the year preceding. In the Zillah Schools the scale of fees laid down was much opposed by the Local Educational Committees, in which the voice of native members of course preponderates. I have not considered it necessary to yield to the outcry for eleemosynary education. When the schools have existed a year or two, it will be easier to decide the question as to what is, or is not, *an equitable rate.* The establishments of the schools are not adapted for the *proper* instruction of more than a limited number of students; and if education is made free, or next door to free, the classes will become unmanageable, and the establishments need augment. The cry for cheapness is echoed by the Head Masters and Teachers, as a matter of course, for they naturally wish to swell the School Register, as a sign of popularity. The rate of fees at present prescribed will be seen in the annexed copy of the rules in force :—

	1866.	1867	
	Rs.	Rs.	As.
Benares College, ...	8,025	8,616	0
Bareilly College,* ...	1,557	1,534	8
Agra College, ...	2,473	3,183	8
Ajmere College School,	1,424	1,840	0

FEES FOR ZILLAH SCHOOLS.

1. Admission Fee, One Rupee { *N. B.*—Students now in the Anglo-Vernacular Schools, superseded by Zillah Schools, pay no admission fee. Re-admission after the name has been once struck off, Rs. 2.

2. *Monthly fees* are to be rated according to the income of the parent or person in *loco parentis*, viz. :—

								Rs	As	P.
Incomes under Rs.	10 ...			... Monthly,		... Fees,		0	4	0
„ over „	10 and up to			15	„	...	„	0	6	0
„ „ „	15	„		20	„	...	„	0	8	0
„ „ „	20	„		30	„	...	„	1	0	0
„ „ „	30	„		50	„	...	„	2	0	0
„ „ „	50	„		80	„	...	„	3	0	0
„ „ „	80				„	...	„	4	0	0

3. Sons of officials in the Department Public Instruction are free in respect of monthly fees.

4 Fees are payable on the first of month for that month

5. If the fees are not paid before the 15th of the month, double rates are to be enforced.

6. The income from fees is to be credited to Government, or disbursed under the Inspector's orders, on account-current kept by the Head Master, and submitted month by month

9. The fee collections are accounted for by the Head Masters on a regular system, in accordance with the orders of the Account Department.

* The Principal explains the cause of the small decrease in fees above registered to be the remission of admission fees to boys from Branch Schools in the city, by whom under the present system the College is chiefly recruited. These boys, moreover, pay the lowest rate of fee. Added to this, the boarders (scholars from District Schools) are not required to pay fees.

10. The local scholarships at the Upper Institutions are as they were last year. The list given in para. 9 of my last Report is repeated on the margin.

Institution.	Scholarship.	Amount per mensem.
		Rs
Agra College.	Gwalior, ...	16
	Bhurtpore, ...	16
	Robertson, ...	15
	1st Mansell, ...	12
	2nd Ditto, ...	10
	Teachers', ...	10
	Thomason's, ...	10
	Hammond's, ...	10
	Colvin's—4 @ Rs. 5 each, ...	20
Bareilly College.	Ex-students'	10
	1st Madho Rao's, ...	10
	2nd Ditto, ...	6
Benares College.	Vizianagram, ...	25
	Tucker, ...	20
	Rewah, ...	20
	Ghazeepore, ...	6
	Ghoshal's—2 @ Rs. 8 each, ...	16
	Radha Beebee,...	2
Ajmere School.	Thomason's, ...	8
	12 Jeypore Scholarships, value, ...	41

10*a*. Under this section, I have the pleasure of recording an endowment of Rs. 7,200, made by Mr. Hume, formerly Collector of Etawah, for the provision of two yearly scholarships, of the value of Rs. 9 and Rs. 6 per mensem, in the Etawah High School, which he founded. His letter on this subject, addressed to the Secretary to Government, North-Western Provinces, is printed in Appendix C. The Nawab of Tonk has contributed Rs. 1,000 to the same school, through Mr. Hume; and the gift will, I believe, be annual. Mr. Hume has, perhaps, notified the offer with particulars to Government direct. It is a liberal donation for a native prince in his position, and deserves acknowledgment

SECTION III.—COLLEGES.

11. The table here given shows the statistics of the "College Departments" of the Colleges of Agra, Bareilly, and Benares, including for the last named the attendance at the Sanscrit College. The "special" Colleges are the Engineering College at Roorkee and the Medical School at Agra :—

	General.	Special.
Number of Colleges, ...	3	2
Number on Rolls, ...	236	232
Average attendance, ...	209·3	218·1
Expense, { Imperial, ...	Rs. 68,655-3-5	Rs. 92,748-8-0
Expense, { Local, ...	„ 6,664-1-10	*Nil.*

The average attendance is marked this year at 209·3 ; last year it was 174·2.

12. The condition of the College Departments may be fairly gauged by the results of the Departmental Examination, and of the Calcutta University Examinations for the B.A. degree and 1st in Arts, for the year. I shall give below the comments of the various heads of institutions, who are best able to interpret success or failure.

13. The classes of the College Departments are *five* in number, and the reason of this classification will easily appear in the table below :—

Classes.	Studies.	Examinations.
1st Year Class, ...	Part subjects of 1st Arts Course.	Departmental.
2nd „ „ ...	Ditto ditto.	Calcutta University 1st Examination in Arts.
3rd „ „ ...	Part subjects of the B.A. Course.	Departmental.
4th „ „ ...	Ditto ditto.	Calcutta University B A. Examination.
5th „ „ ...	Subjects of the M.A. Course.	Calcutta University M.A. Examination.
6th „ „ ...	Ditto ditto.	

It will be seen that each examination of the Calcutta University is in a two-years' course, and that the examination of students in the first and third years is conducted by a Local Board of Examiners.

14. The Board for 1867 consisted of the following gentlemen :—

C. R. Cooke, Esq., B.A.,	...	*English Literature.*
E. Baron, Esq., M.A.,	...	*Mathematics.*
W. Jardine, Esq., M.A.,	...	*History, Geography, Logic, Philosophy.*
Moonshee Mahomed Ahsan,	...	*Urdu, Persian, Arabic.*
Pundit Rama Jasan,	...	*Bengalee, Hindee, Sanscrit.*

15. The Board's Reports are printed in Appendix A., with detailed class lists attached. It appears from these that the First and Third-year Classes for 1867 passed a good examination. The First-year Class consisted of 25 students, whose average is 44 per cent. The first three are from the Agra College, and do their tutors much credit. The Examiner in English describes the head youth as distinguished for ability above the average. The Mathematical Examiner calls his papers "almost faultless," which is high praise from a pupil of Todhunter. The Examiner in History, &c., records that in that subject his answers "approached perfection." The two students from Bareilly appear in the middle of the class. Five of the Benares students took up *Latin* as a second language, *being debarred the vernaculars,* in preference to Sanscrit or Arabic. I examined them myself, both on paper and orally, and was pleased with their proficiency. They knew their grammar fairly, and had prepared the first two books of the Odes of Horace very creditably. Of the whole class, only nine youths came before the Examiner in Arabic, and are reported to have done well, as their marks show.

The Third-year Class consisted of three students from the Benares College, who passed a good examination, with the high average percentage of 56. They have evidently worked diligently during the year.

16. The following are the summary* results of the examinations of the Second and Fourth-year Classes by the Calcutta University Examiners :—

Examination.	Number of Candidates.	Number passed.	Number which passed in 1st Division.
1st in Arts,... ...	18	13	1
B.A., ...	7	3	1

Three students have therefore *graduated* during the year,—*viz.*, one from Agra in the 1st Division, and two from Benares.

The details of failure are as follow :—

Examination.	Failed in				
	English.	Mathematics.	History, &c.	Second Language.	Philosophy.
1st in Arts, ...	3	4	4	0	0
B.A., ...	1	2	3	0	4

It appears from a general view of the above results that 72 per cent. of the candidates from the Colleges of the North-Western Provinces passed the 1st Examination in Arts, which I consider speaks well for the tuition. In the Bareilly Class, 6 students out of 8 succeeded in passing. In the B.A. Examination, on the other hand, only 43 per cent. passed, and none of the three Bareilly candidates succeeded.

It is also worthy of remark that only *one* student out of seven failed in the English test of the degree Examination, and only *three* in the same subject for the 1st Examination in Arts. None failed in the *second language* in either trial. This would

* Results in detail are not published by the University authorities.

show either that the degree of attention paid to the language subjects was at the expense of proficiency in other matters, or that those other subjects are with difficulty prepared in a foreign language. I am inclined to think this is the case in the subjects of Philosophy and Logic especially, for the proper understanding of which the student who confines himself to cramming the text-book only, without reference to other authors and systems, is generally at a loss, and so fails in examination.

17. I beg now to submit the Principals' remarks on the session, College by College. Mr. Deighton, of Agra, says :—

"In looking back upon the past twelve months, I find nothing which calls for very particular notice. Our doings in reference to the Calcutta University are such that we have no cause to be ashamed of ourselves ; while the increasing number of boys in the College Classes seems to show that a University education is slowly beginning to be more highly valued. There are now fifteen students in the First-year Class, nine in the Second, three in the Third ; and it must be borne in mind that we have here two rival Colleges, St. John's and Victoria, in the former of which boys read up to the B.A., in the latter to the Entrance Examination. I am glad, however, to see that the Anglo-Vernacular Schools in the neighbourhood are beginning to swell our numbers with a certain proportion of their matriculated students.

"*2nd,*—For the B.A. degree we sent up two candidates ; one failed badly, the other passed in the 1st Division, and is now reading for the M.A. Examination of next year. We were unfortunate in losing by death a third boy, whom we looked upon as almost sure to do equally well with Rutun Chand. Of three who went in for the 1st Arts Examination, two came out in the 2nd Division, one in the 3rd ; and of the two former, one has to thank himself only that he did not get a higher place. In the Entrance Examination ten out of twelve passed, two only being in the 1st Division. The class was a bad one, and met with its deserts. If, however, we did no great things in the University Examinations, we showed better in that held by the Department. Our Second-year Class has proved itself to be the best in the North-Western Provinces, and I have no doubt that the 1st Arts list of next December will confirm the sentence of our own Examiners. I look to have three in the 1st Division, and five in the 2nd or 3rd."

18. The loss of two excellent Professors—Mr. Lloyd in Literature, and Mr. Cooke in Mathematics—will be against the College, I fear, during the current year. The chair of the first has been supplied, and His Honor has been asked to move the Government to nominate a successor to the second.

19. Mr. Templeton, of Bareilly, reports :—

"Our failure at the Entrance Examination, December, 1866, has affected very unfavourably the return for the College Division. We commenced the year with twenty students, and concluded it with fourteen. Five (all the Middle Arts Class of 1866), and one student of the Junior College Class, have accepted employment, as per Return No. 9. The present Junior College Class is little more than a name ; two pupils only have gone up for the recent Departmental Examination. As before remarked by me, one great failure at the Calcutta University Entrance Examination must be felt more or less for the whole of the College Course—a period of four years,—and ours of 1866 will for two years more cast its shadow over this Division. I believe, however, the result of the year under review, and the present full classes in the School Division, justify the hope of a considerable increase to the number of College students by the commencement of 1869."

20. The failure alluded to by Mr. Templeton occurred in the Entrance Examination of 1866, when only 3 out of 11 candidates passed the Examination. The boys who thus failed received no scholarship allowance, and being disheartened and disgraced by their want of success, and driven by poverty and the importunity of their relations, left the College to seek a living ; and I think all have been employed. Great disgrace attaches to failures of this kind in the native mind. I may mention as an illustration of this feeling the fact that during the year a boy at one of the Colleges, who had failed to gain promotion at the half-yearly examination, was driven to commit suicide. This is a solitary case, so far as I am aware, but great harshness is shown by parents when their sons fail after this sort, and promotion is consequently often begged for as a matter, not of merit, but *parwarish.* The Principal's remark, as to the fact of one year's failure thus affecting a whole College Department, is just ; and the necessity on the part of the University authorities of keeping their standard of proficiency up to and not over a well-recognized level, is one that cannot be too much enforced upon the Examiners for the year. It must further be remembered that, by the affiliation of our Colleges here to the Calcutta University, the students

from Upper India are of necessity forced to a level in point of expected acquirements with the more advanced and Anglicized Bengali Baboo. The Principal has, however, no cause for discouragement. Education is doing well in Bareilly, and the College Classes will soon fill.

21. Mr. Griffith, of Benares, reports :—

"During the year under review we had the full number of four Undergraduate Classes in the College, with a total of 23 students; and, in addition, one Bachelor of Arts studying History for honours and the degree of M A.

"This student was not successful. Our staff is hardly strong enough to attempt to prepare men for the M.A. degree, and he was obliged to depend upon his own unassisted labors But the work of the year has not been thrown away, and the industrious student deserves credit for having tried for the honour, rather than blame for having failed to obtain it.

"The Fourth-year Class, consisting of three students, read Mathematics with Mr. Rogers, English subjects with me, and Bengali with Pundit Becharam. In the examination for the degree of Bachelor of Arts, one of them, Ram Rup Ghose, passed in the 2nd Division; one, Ram Mohun Banerji, passed in the 3rd Division; and the third failed in one subject only, Moral and Mental Philosophy and Logic. For this failure in what I thought his best subject, the Examiner, the student, and I, are alone responsible.

"The Third-year Class, also of three students, read Mathematics with Mr. Rogers, their English subjects with me, and Sanscrit with Pundit Ram Jason.

"The Second-year Class, consisting of four students, read English subjects with Lieutenant Wordsworth, their Mathematics with Mr. Rogers, and Sanscrit with Pundit Ram Jason. The students went up for the First Examination in Arts at the end of the year, and three of them passed. Balkrishna Achenya, in the 1st Division, and Uma Charan Mookerji and Shama Charan Banerji in the 3rd. The fourth student failed.

"The First-year Class, consisting of 14 students, read their English subjects with Lieutenant Wordsworth, Mathematics with Baboo Prasanna Badan Mittra, Sanscrit with Pundit Ram Jason, Arabic with Moulvi Muhammad Musa, and Latin with me. The results of the examination of this class are in your hand."

22. Mr. Griffith's remark that the strength of the establishment is not equal to the tuition of a Fifth and Sixth-year Class reading for the M.A. degree, which is an honour examination requiring careful preparation, is just. Both Principal and Professors are fully employed day by day. It is no system under which a Principal does little, and his Professors lecture a few hours a week, but regular daily attendance and busy labour are absolutely necessary. This is as it should be, and I am perfectly satisfied with the work performed; nor do I care for the present to see men encouraged to study beyond the B.A. degree Examination, which, it must be borne in mind, is not like the *pass* examinations of Cambridge or Oxford, but is *ipso facto* an *honour* examination

23. In reporting on the *Sanscrit College*, Mr. Griffith notices with regret the death of Pundit Vitthal Sástri. He further reports as follows :—

"At the close of the year under review there were 158 students in the Sanscrit Department, and 27 in the Anglo-Sanscrit, making a total of 183, against 123 of the preceding year. Of the students of the Sanscrit Department, seven are recommended for scholarships. The best pupils of the Mathematical School, who are nearly all Maithil Brahmins, attend the College for study only, and are unwilling to receive scholarships. Prizes have been awarded to deserving students. Fifteen pupils of his own school and thirteen of other schools attended the lectures of Pundit Deva Datta, and read various works on Grammar, from the *Laghu Kaumadi* to the *Mahabhashya*. Several of this Pundit's pupils acquitted themselves very creditably in the Annual Examination. Sixteen pupils—eleven of his own school, and five of other schools—studied the elements of Grammar with Pundit Durgadatta, and made considerable progress during the year.

"*8th*,—Pundit Kalicharan Bhattacharya, Professor of Logic, taught the Muktavali and more advanced treatises on Nyaya to thirteen pupils of his own and other schools, most of whom passed a satisfactory examination.

"*9th*,—Pundit Bechana Rama Tivari, the recently-appointed Professor of Sankhya, has taught fifteen students—seven of his own, and eight of other schools. His pupils suffered in the early part of the year, in consequence of the illness of his predecessor; but they have on the whole passed a fair examination.

"*10th*,—Twenty-four students read with Pundit Bala Sastri, the Assistant Professor of Sankhya, and nineteen passed a very satisfactory examination.

"*11th*,—Pundit Raja Ram Sastri, Professor of Hindu Law, has carefully instructed sixteen pupils of his own school, and three of others.

"12th,—Poetry and Rhetoric have been taught by Pundit Ram Chandra Sastri to nine students, and Pundit Sital Prasad Tivari has taught poetry to twenty-nine, many of whom did very well in the examination at the end of the year.

"13th,—Thirty-one students, most of whom come from a distance, have read, with Pundit Bapu Deva Sastri, 'Lilavati,' 'Siddhanta Siromani,' 'Siddhantalattnasiveka,' and similar works, in addition to Euclid and Algebra. These men are remarkably regular and attentive, and are making excellent progress in their mathematical studies.

"14th,—Pundit Govind Deva Sastri has taught Mathematics to twenty-one students of the Sanscrit Department, and has also taken the higher classes of the Anglo-Sanscrit Department in Arithmetic, Algebra, and Euclid. In English, his pupils are doing very fairly.

"15th,—Pundit Nand Rama (since deceased) taught Arithmetic to eleven pupils, and was bringing them on very carefully and creditably.

"16th,—The Pundits, I think, have performed their duties in a satisfactory manner, and the pupils have not disgraced their teachers. The increase of forty-two students in the past year shows that the instruction given is appreciated.

"ANGLO-SANSCRIT DEPARTMENT.

"17th,—The First Class in this Department, consisting of eight students, read English with the Officiating Anglo-Sanscrit Professor, Baboo Pramadadas Mittra, and Mathematics with Pundit Govind Deva Sastri. Their English studies comprized, in poetry, 'The Lord of Burleigh,' Macaulay's 'Horatius,' and extracts from Milton and Gray, as given in the Text-book of the Calcutta University Entrance Examination; a portion of Robertson's 'History of America,' from the same book; and Miss Younge's 'Land-marks of History.' The Examiner remarks as follows:—'Ram Sanker is by far the best English scholar in the class. He has made very rapid progress, and is a most promising student. The others understand what they have read, and answer grammatical questions readily. Their translation is generally good, but they pronounce badly. They have all been carefully taught.'

"18th,—The students did fairly also in Geometry, Arithmetic, History, and Sanscrit.

"19th,—The Second Class, divided into three sections, has been under the charge of Baboo Brijpal Das in English, and Pundit Govind Deva Sastri in Mathematics. With the exception of one boy, the first section did very well in the Annual Examination. The second section in general read and translated very fairly, but many of the boys appeared not to have understood properly what they had read. Some of them, however, acquitted themselves very well. The third section passed a very fair examination. On the whole, the class did fairly; but more attention must be paid to grammar in future.

"20th,—Baboo Pramadadas Mittra has discharged in a very satisfactory manner his duties as Officiating Anglo-Sanscrit Professor. Credit is due also to Pundit Govind Deva Sastri and Baboo Brijpal Das.

"21st,—At the request of the Government of these Provinces, the Secretary of State for India has sanctioned the appointment of an Anglo-Sanscrit Professor, on a salary of Rs. 500 a month, to increase after two years to Rs. 700, and has undertaken to nominate a properly-qualified scholar to the appointment.

"The average percentage of daily attendance in the Sanscrit College during the past year is 86; in the preceding year it was 83·3."

24. The annexed table shows the percentages of the average daily attendance at the three Colleges, as compared with last year:—

Colleges.	1866.	1867.
Agra College, ...	95	96·18
Bareilly College, ...	99	95
Benares College, ...	90	90
Benares, Sanscrit, ...	83·3	86

LAW CLASSES.

25. The Law Classes at the Agra College are reported upon in the following terms by the Professor, Mr. Jardine:—

"On my taking charge of the class in March, 1867, the English Division of it was almost extinct.* The Urdu Class was more numerous, and both appeared to have read some of the subjects carefully, so far as I could judge from an examination.

"The regular lectures for the present session commenced on the 1st July, 1867. After the first two or three lectures, the numbers of the English Class considerably increased, and the average attendance since has been from eight to nine. The names of eighteen students have been entered in this division during the session. Of these, two remained for only a very short time; some others have removed from Agra, and given up the study of law; and one has gone to England to study for the Bar.

* The late Professor's services had been dispensed with at the end of the preceding calendar year.

Most of the students have pursued their studies with very fair diligence, although several of them have not sufficient leisure to do full justice to their abilities or industry in this special department. In the Vernacular Class, the Assistant Professor reports an average attendance of ten or eleven. The number of students on the roll has varied from twelve to fourteen. The regular lectures continued in both classes during July and August, the subjects read being the Law of Evidence and the Civil Procedure Code. In November and December, the Assistant Professor and myself lectured on the Criminal Procedure Code, and the lectures, although voluntary, were very fairly attended. During January and February, the English Class has read 'Macpherson on Mortgages,' and the Vernacular Class the 'Principles of Hindoo Law.' The number of lectures attended by the students has been in the English Division very greatly, and in the Vernacular Division considerably, in excess of the number stipulated in the original scheme; and the students in general have shown themselves ready to avail themselves of any extra efforts on the part of the Professors.

"I have encouraged the members of the class to attend the High Court, and listen to the cases there tried; and the Court was pleased, at my request, to sanction the admission of the students to the seats usually occupied by pleaders, with a view to enable them to hear easily, and, if need be, take notes of the cases before the Court. Some of the students have availed themselves of this privilege, though not as yet to a very great extent; several of them also are learning the actual practice of the law by attending in the chambers of pleaders, and I hope to take advantage of the new rule, sanctioning English pleading in the District Courts, by inducing some of our students to assist Barristers as interpreters, and thereby acquire further practical information. To some small extent this is actually being done.

"I am, upon the whole, of opinion that the class is now in a sound condition, and likely to increase in numbers and usefulness. Several applications for admittance have but recently reached me, and native students prefer a study which, like that of law, holds out a promise of emolument.

"There are, however, one or two reasons for anxiety, to which I will very briefly refer.

"Most of the students who are qualified for the English Class, or care to study the subject systematically, are anxious to become pleaders of the High Court, and will be contented with nothing less. Our diploma will not necessarily entitle them to practise except in the subordinate Courts, and for this they do not very much care. We may of course prepare them for the examination for High Court pleaderships, but I do not know that we can entirely accommodate our curriculum to this single end, or that students who live at a distance will feel sure that a college course is the most advantageous way of preparing for the examination. I ought here to mention that the diploma of this department has been accepted as a qualification for practice in the Courts subordinate to the Chief Court of the Punjab.

"Another circumstance which will affect the working of the class is the approaching removal of the High Court to Allahabad. It will be almost impossible to carry on the class except within reach of the Court, which is the only pattern the learner can follow with safety. Jurists may be educated in secluded towns like Salamanca or Bologna, but practical lawyers can only be trained in an atmosphere in some measure legal. I would therefore recommend that measures should be considered with reference to the removal of the class when the High Court is transferred.

"The Sub-Professor is of opinion that, under the new rules, which require a knowledge of English as a *sine quâ non* of practice in the High Court and in the higher District Courts, the Vernacular Law Class is not likely to be very useful, and that it would be better that all the lectures should be delivered in English, both by the Professor and by the Sub-Professor. I do not entirely concur in this opinion, though it is not without weight. It is by no means impossible that the principle of division of labour may operate to separate the profession of pleader from that of attorney; and that, although the persons who actually appear in Court may find English indispensable, the lawyer who prepares a case for the pleader may be able to do without any full acquaintance with that language. The class does not appear to be thinned, and I should be sorry to give it up while it continues to be popular. It would also, I should suppose, be more irksome for the Assistant Professor to have to lecture in English; and the students who wish to attend both courses can do so with considerable benefit under the present system.

"I do not think that the classes will increase very greatly in numbers until we have had time to complete the education of a few pleaders. When they begin to get into practice, the advantages of regular study will, I hope, be apparent, and the classes become more widely known. I have every reason to think that Pundit Ajoodhia Nath, the Sub-Professor, has conducted his division of the class with ability as well as energy."

26. Much credit is due to Mr. Jardine and his Assistant for the evidently *practical* tendency of their teaching, which cannot fail to produce the best effects; and for the zeal which has prompted extra work in the way of additional lectures. The numbers in attendance are respectable, considering the short time the Law Classes can be said to have been in operation.

27. Mr. Jardine's proposal, that the Law Class diploma or certificate of examination be accepted by the High Court as a qualification for High Court pleaderships, will be made the subject of a separate reference. The removal of the classes to Allahabad will also be brought forward as a desirable change, consequent on the departure

of the High Court from Agra. I agree with Mr. Jardine in the opinion expressed concerning the retention of the Vernacular Class, until the necessity for closing it is clearly demonstrated. Law-books in the vernacular are much wanted, and the existence of this class may prove a practical means of creating a supply of good translations.

27. It remains, under this section, to notice the condition of the *boarding-houses* attached to the three colleges. They are all in good order and continue to be exceedingly interesting adjuncts to college teaching. The practice of manly games and exercises is kept up; and the comfort, cleanliness, and happiness of the lads are manifest on even a cursory inspection. The annual cricket-match between the Colleges of Agra and Bareilly took place this year at Agra.

The Principals report as follows :—

Agra—

"Of the boarding-house during the past year I have nothing to say but what is good. It has been as well managed as ever by its Superintendent, Moonshee Kunhya Lall. The boys, as a rule, get on faster than the ordinary day-scholars; they are well-behaved, cleanly, and active. You will, I dare say, have seen a short account that I wrote for the *Delhi Gazette* of the cricket-match played at the end of the year between Bareilly and Agra, in which victory once more sat upon our helm. We are, however, I am afraid, about to lose our best cricketer; and when next the two elevens meet, the Principal of the Bareilly College will probably have to tell of a change of luck."

28. *Bareilly*—

"We commenced the year with 93 boarders, of whom 30 were self-supporters; we concluded it with a total of 92, of whom 37 pay their own expenses. The number of scholarships has been this year diminished by 12; we may therefore claim an increase of 11 in the number of boarders, all at their own charge. The discipline, work, and cricketing were steadily carried out during the whole year, with more success as to the two first than the last, since we got our usual beating from the Agra eleven. Pundit Kedar Nath, the late Superintendent, who had so long and so successfully managed the boarding-house, was, in April, 1867, removed to the Head Mastership of the Muttra School, and Moonshee Sada Nand, from the Etawah School, appointed his successor. The Moonshee has given satisfaction both to me and his charge, by a judicious exercise of his powers as Superintendent, and a constant attention to both their improvement and general comfort. The new boarding-house has been decently furnished, and is now occupied by 43 students.

"The following table classifies these lads :—

B.A. Class, ...	...	2 Boarders.	Of these, 74 are Hindoos and 18 Mussulmans.
Junior College Class,	...	5 do.	
Entrance Class, ...	...	9 do.	
Second School Class,	...	14 do.	
Third School Class,	...	24 do.	
Fourth School Class,	...	11 do.	
Fifth School Class,	...	6 do.	
Lower School, ...	...	21 do.	
TOTAL,	...	92 Boarders.	

"Of these, 20 were promoted both in July and December, and 58 once during the year. The number of boys from Kumaon has increased from 22 to 25, including the four Chinese. The health of the lads has been all that could be desired. The additional Rs. 50 allowed for expenses has permitted me to add to the establishment of servants, as required for the new house opened, and meet the extra 'petty expenditure' which it entailed. This return is made up to March 1st."

29. *Benares*—

"The boarding-house is still popular, and full almost to overflowing, containing 127 inmates. It has continued under the able superintendence of the Third Master, Baboo Siva Sankar Singh."

I regret to observe that the disadvantage of overcrowding the rooms is not sufficiently considered at this boarding-house. An enquiry has been made.

SECTION IV.—SCHOOLS.

30. The census operations described in Mr. Plowden's Report have enabled me to form some estimate of the extent to which education, as managed by the State, is affecting the population of this part of India. On the 1st February last, I took a

careful census of all the boys actually *in school* on that day in District Government Schools,—that is, in all Government Boys' Schools other than Colleges and Normal Schools. I found 112,267 boys at school, of whom 55·3 per cent. were under 12 years of age; in other words, 62,102 boys were under 12 years of age, and 50,165 above that age. This result is shown in the detail in the margin. Now, it appears from Mr. Plowden's tables that the population (*male*) of the North-Western Provinces is 16,089,902. Reducing this number by the male population of the towns in which none of the above schools are placed,—*viz.*, 340,000,—we may take 15,750,000 as the male population affected by the schools to which the calculation refers, and the result is that *seven in one thousand of the male population* were actually in a *Government* School on that day (1st February, 1868); or say 14 in 2,000, *one* of whom would be learning English.

Schools.	Boys under 12.	Boys over 12.	Total.
Zillah Schools, ...	750	1,522	2,272
Anglo-Vern. ditto, ...	1,830	2,063	3,893
Tahsili ditto, ...	8,822	5,881	14,703
Halkabandi ditto, ...	50,700	40,699	91,399
Total, ...	62,102	50,165	112,267

The number of boys under 12 registered in the Census Returns* for the Provinces is 5,970,138 (natives almost entirely). A comparison of this with the record of the marginal statement shows that at least 1 boy out of every 100 boys under twelve was in one of the above schools on the day in question, and that *one* boy out of every 2,500 of that age had begun English. Next year I purpose to take a census of every school, public or private, on some one day in the year, with a view to a more exact and general estimation of the fraction of the population yet brought under instruction of any kind. A roughly-calculated comparison of the number of Government Schools with the registered area of the Provinces as given in the Census Report, shows about *one* school to every *eleven* square miles of cultivated area.

31. The annexed schedule shows the particulars of attendance and expenditure in Government Schools of all classes :—

Description of Schools.	No.	No. on Rolls, 1867-68.	Average daily attendance.	Expenditure. Imperial. Rs. As. P.	Expenditure. Local. Rs. As. P.
(1.) Higher Class, ...	6	1,910	1,829·49	1,34,950 5 0	16,895 1 4
(2.) Middle „	20	1,695	1,507	64,317 4 7	14,538 15 11
(3.) Lower „ Tahsili, ...	222	15,529	13,036·75	48,824 9 5	10,932 4 1
(3.) Lower „ Halkabandi,	3,082	97,826	79,404·50	32,397 10 9	2,09,230 12 2
(4.) Female Schools, ...	394	6,864	5,974·63	24,697 1 11	2,841 2 2
(5.) Normal „ Men, ...	6	374	316·89	32 398 7 4	13,255 5 9
(5.) Normal „ Women, ...	3	37	34.	3,222 8 1	585 1 2
Total, ...	3,733	124,235	102,103·26	3,40,807 15 1	2,68,278 10 7

31*a*. A comparison of this statement with the corresponding one of the year preceding shows an increase of nineteen schools in schools of the higher and middle classes, and a reduction in those of the lower class, Tahsili, Halkabandi, and Female. It is, upon the whole, a more satisfactory exhibition of results, inasmuch as it shows a well-balanced proportion between the boys' schools of the higher, middle, and lower classes, which did not exist last year. The list given in my last Report contained five schools of the higher and two of the middle class only. This year, in consequence of the establishment of a system of Zillah Schools, there are six of the higher and twenty of the middle class; and though the schools in the *lower* class are fewer than they were, the curtailment is not due to any decline in the popularity, or any carelessness in the management, of this class of school.

31*b*. The lower-class schools are purely Vernacular, Tahsili, and Halkabandi; and, while the reduction of twenty-nine schools of the former is due to the order of the

* General Statement I., Column 26. A comparison of this column with Column 23 shows that for every one native male under 12 there are less than two over 12.

Government of India, No. 1884, dated 3rd November, 1866, which desired that the limit of one Tahsili School to each Tahsildári should be adhered to, the reduction of 120 of the latter is a correction of the mistake made in past years in keeping up more schools than the School Cess funds could support with efficiency. As regards the Tahsili Schools, the original allotment was one for each *pergunnah;* but changes in the sub-divisions of districts have been constantly going on, without a corresponding reduction in the number of schools, and this reduction was at last effected on April 1st, 1867, when 29 schools were struck off the list. The Tahsili Schools are good schools of their kind, and are well attended ; and I regret the necessity of reduction. Considering the great variations in population of the various Tahsils, which may be seen at a glance from the Census Report, the limitation above mentioned seems to be unreasonable ; and, as the subject is one which is connected with the improvement of vernacular education generally, I shall, if His Honor pleases, bring forward proposals for raising the condition of Tahsili Schools generally, both in number and establishment, during the year.

31*c*. The decrease of Halkabandi Schools affects the 2nd and 3rd Circles only. The management of these schools rests with the Inspectors in correspondence with Collectors of Districts, and now with the new Local Educational Committees. The late Inspector of the 2nd Circle, Dr. Anderson, seems to have ordered a curtailment of the number of the schools, in consequence of the disproportion between the receipts from the cess and the charges imposed, just before his retirement from office ; and it falls to Mr. Lloyd, his successor, to explain. He does this as follows, in terms sufficiently explicit ; and I am glad to observe that, so far as actual efficiency is concerned, the loss is a gain, as the bad schools only have disappeared, and the average attendance at those which remain is raised :—

"There can be no question that these schools had been scattered too liberally over the districts, no sufficient regard being paid to the amount of expenditure which the funds of each zillah were able to bear. The deficiencies of one zillah had to be helped out by borrowing from the funds of another. This system could only stave off the evil day. At last, to avert impending bankruptcy, a measure of reduction became absolutely necessary. In his last Report, Dr. Anderson foresaw and lamented this necessity; and, previous to his retirement, had issued orders for extensive abolition. During my own tenure of office several schools have been shut, in deference to the wishes of Educational Committees, who, wherever they have taken up the question, have invariably been struck with the exhausted state of the Halkabandi Funds I may state, however, that no wholesale measures have been adopted. No school of even passable merit has been touched. It is the nominal and the worthless only that have been rooted out. * * * *

"The number of schools in the entire circle was, on the 31st March, 999, and the number of scholars belonging to them 29,325—figures which give an average of 29 boys for each school. Last year, on the same date, there were 31,580 pupils, distributed among 1,110 schools, or 28 boys per school. The falling off in schools, then, has been 111, and in scholars 2,255, while each school this year has on the average one more boy upon its roll than it had last. Abolition of schools has been very general throughout the circle, owing chiefly to failures of local funds. But the Zillahs of Jhansie, Agra, Muttra, Etawah, Cawnpore, and Furruckabad have felt its effects most severely. Two of these zillahs have lost as many as 20 schools each; two others over 15 each; and all five have lost above 10 each. The only district in which any increase has been made in the number of Halkabundi Schools is Lullutpore, where the numbers have risen from 12 to 25."

31*d*. The School Cess system is doubtless inelastic, and more than a certain number of *good* schools cannot be maintained, nor can the salaries of the teachers be raised without narrowing our efforts as regards the area worked over. A new feature has, however, been introduced by Babú Sivá Prasád in the working of the schools of the 3rd Circle, which I had the opportunity of recently observing, and which is undoubtedly capable of development in lightly-assessed districts by personal exertion on the part of members of the Local Educational Committees. This is to call upon the villagers to raise their teachers' pay by subscribing half the increase, the other half falling upon the cess, or more properly on a portion of it held in reserve. New schools can be established in the same way, but local influence is necessary to organize

the system, and I look for the future development of the Village School system to the Local Committees, which were created, in compliance with the wishes of the petitioning body, for the purpose of aiding in the management of schools supported on a certain percentage of the land revenues of the districts.

31*e*. The following paragraph from the report of the Inspector of the 3rd Circle discusses the general question. The idea of gratifying the *amla* in the matter of salary distribution is a new element, and can hardly be said to affect the question.

"Those who are not acquainted with the constitution of Halkabundi Schools often object to the smallness of the salaries of our teachers. We generally come in contact with the upper ten thousand, and we generally are led by their sentiments. They cannot yet comprehend the advantages of making the masses learn to read, write, and cipher; they at once aspire to high education, and ask for highly educated, and, comparatively speaking, highly paid teachers. Our former Lieutenant-Governor, Mr. Thomason, enquired carefully into the amount of salaries of the private tutors employed by the people, and the sort of teaching in the indigenous schools, before the Halkabandi Schools were opened. His aim was not only to enable the agriculturists to understand the village accounts and the Patwaris' papers, but to enable all the agriculturists to do this through the length and breadth of the North-Western Provinces. The agriculturists would not send their children to school unless the school were brought to their very doors; and the Government, calculating the cost of having so many schools as to be within the reach of everybody, set aside one per cent. on the jumma at the time of the revision of settlement for the purpose. Now to close, as recommended by several influential persons, a number of our schools, which, though humble in their pretensions, are still fulfilling the object in view, to enable the *amla* class (Government officials), or a few of the upper ten thousand, to have better paid and better qualified teachers in their villages, is simply to break faith with the people. We are doing what we can to raise the salaries of the teachers, but not from the Halkabandi (School) Fund. Having provided for the rustic education of the rustic population by the School Cess, half of which falls upon the landholders, the improvement of whose tenantry is the object in view, and the other half of which is contributed by the Government, we leave the higher education of the higher classes to themselves. If they show their aptitude and desire to receive it by coming half-way with local subscriptions, the Government is ready to meet them most liberally with grants-in-aid. We have been much assisted in giving this elasticity to our means in hand by Babú Priya Nath, the Deputy Inspector of Benares and Mirzapore, and Babú Rasik Lal, the Deputy Inspector of Futtehpore. Whenever a request comes to them to open a new school, or improve the *status* of the old one, they simply say, 'Friends, if you are in earnest, contribute half the expense;' and thus they have succeeded in establishing 45 Halkabandi Schools in Benares, 27 in Mirzapore, and 12 in Futtehpore Districts respectively, more than half the expenses of which are borne by the people, over and above the usual School Cess. The other Deputy Inspectors are also pursuing the same plan. The annexed statement will show how the salaries stood during the year, giving an average of less than Rs. 5 per teacher; and how they have been arranged for the next, giving an average of Rs. 5½ per teacher; 25 per cent. only of the teachers being left on Rs. 4, fifty per cent. on Rs 5, five per cent. on Rs. 6, five per cent. on Rs. 7, five per cent. on Rs. 8, five per cent. on Rs. 9, five per cent. on Rs. 10, and five on more than Rs. 10, to meet special cases" :—

Salaries, Rs. ...	4	5	6	7	8	9	10	More than 10	Total.
Teachers as they stood during the year, ...	360	496	202	66	38	8	19	3	1,192
Teachers as arranged for the next, ...	300	600	60	60	60	60	55	5	1,200

Increase of Rs. 416 monthly.

32. But I must now turn to the *condition* of the schools of the statement at the head of the foregoing paragraph, and I shall report upon them in the order in which they appear in that statement.

(1.) *Schools of the Higher Class.*—These are schools which educate up to the standard of the Calcutta University Entrance Examination. At present they are *six* in number, *viz.*, the School Departments of the Colleges of Agra, Bareilly, and Benares, of the Ajmere Collegiate School, with Hume's High School in Etawah, and the Allygurh Zillah School.

33. The results of the Entrance Examination of 1867 are given below :—

Schools.	No. of Candidates.	Passed.			Total.	Failed.			
		1st Division.	2nd Division.	3rd Division.		English.	2nd Language.	History and Geography.	Mathematics.
Agra College School Department, ...	12	2	2	6	10	2	...	1	...
Bareilly Ditto, ...	17	2	7	3	12	3	...	1	2
Benares Ditto, ...	23	3	5	12	20	1	2	2	2
Ajmere Ditto, ...	3	...	1	2	3	...	...	...	...
Etawah, ...	7	...	5	1	6	1	...	...	...
Allygurh, ...	1	...	...	1	1	...	...	...	...
* Totals, ...	63	7	20	25	52	7	2	4	4

Last year, of 57 candidates only 34 passed, or 59 per cent., and only one boy was placed in the 1st Division. This year I observe with satisfaction that 52 have passed out of 63, or 82 per cent., and 7 have been placed in the 1st Division. The failures are not confined to any one particular subject, and the aspect of the table generally shows a marked improvement on last year's results. A large number of boys from the Benares College School Department have secured third-class places only, and the probability is they were sent up too early. The position of 5 boys out of 6 from the Etawah School in the second class shows careful teaching and selection.

34. In reading the results given in the above statement it is necessary to look to the character of the examination papers set ; but I have not thought it necessary to print these, as they may be found in the Calcutta University Calendar. The English subjects are the most difficult to manage, and they cannot be successfully mastered in one year, or left entirely to the discretion of native masters, if the pupils are to pursue the University course beyond this first step with any hope of success.

35. The Principals report upon their School Departments in the following terms :—

Agra,—

"The School Classes are, generally speaking, as good as could be expected, though the higher ones are less promising than the lower. They have all had careful teaching, and such shortcomings as the examinations have brought out are due to want of ability or to idleness.

"During the past year the monthly fee for all future entrances was raised, and this has had the effect of lowering the number of admissions. But our classes are in many cases still inconveniently large, and it is well that there should be something to check the crowding with which we were threatened. And this leads me to a suggestion which I think might be carried out at the end of the present year. If there were no good schools in Agra, it would of course be necessary for us to take in all who might come to us, and to give a great deal of our attention to elementary education. But there are now, independently of the Colleges of St. John's and Victoria, many very good schools, receiving grants-in-aid from Government; and I think the time has come when we may safely leave to such schools what it has hitherto been our duty to do ourselves. At the end of the year, therefore, I propose to reduce the number of our School Classes to five or six; and, should this plan work well, I would year by year strike off one class, till we were left with nothing but Entrance students and the College Department, pure and simple."

36. The proposal made in the above has my approval. It is already *in esse* at Bareilly, where the School Classes are now *five* in number only, instead of being *eleven*, and yet contain a larger number of boys.

37. *Bareilly*.—Mr. Templeton says :—

"Of the many changes the College has undergone since my connection with it began, there is not one more marked than the change from a Bareilly Day-school, exclusively for town boys, to a centre of education for Rohilkund and Kumaon. The boarding-house, with various local scholarships attached, and the opening of Tahsili and Anglo-Vernacular Schools, have been the chief instruments. There can, I presume, be no doubt that this transformation is an unmixed good, as by it the value of the education we offer will be more widely made known and ultimately recognized."

* *One* candidate went up and passed in the Cawnpore Zillah School, but the School cannot yet be ranked as a High School, as the intermediate classes are wanting.

38. As regards the number of classes in the School Department, Mr. Templeton notes that in 1864 there were eleven classes with 293 boys, whereas this year there are five classes with 295. A further proof of progress is found in the fact that in February, 1867, the number of boys in the five classes was 197; or, in other words, more* than 100 boys have been promoted from the lower schools.

The proportion of Musalmán to Hindú students was rather more than 8 per cent. in 1858 : in 1867 about 15 per cent. were Musalmáns.

The average attendance daily for the year was 91·6 per cent.

39. *Benares,*—

"The following comparative table will show to some extent the progress made in the school during the past year :—

		1866.	1867.
"1.	Students on the rolls at end of December, ...	487	509
2.	Daily percentage, ...	90	91
3.	Ditto average attendance, ...	459	472
4.	Students who matriculated, ...	15	20
5.	Strength of Upper School, ...	237	278

"Of the First School Class, 23 students went up for the Entrance Examination, of whom 20 passed. three in the 1st Division, five in the 2nd Division, and twelve in the 3rd. Our yearly increasing number of matriculations is a very encouraging sign.

"The following is an analysis of the failures in the First or Entrance Class :—One boy failed in English, Bengali, and History; one in Bengali and Mathematics; and one in History and Mathematics.

The Second and Third Classes were examined departmentally. The former was taught English by Baboos Muthra Prasad Misra and Madhub Chundra Deva, B.A., and the latter by Baboos Muthra Prasad Misra and Keshava Keole. Their Mathematics were taught by Baboo Prasanna Badan Mittra, B.A., and Umesh Chandra Sanyal, B.A. The results of the examination of these classes have been dealt with by the Examiners.

"The Local Examination began with the Fourth Classes of 60 boys in two sections, and extended over the remaining classes. This class was taught English by Baboos Durga Charan Chatterji and Kashi Nath. The Examiner reports as follows :—'Fourth Class, 1st Section : Teacher, Baboo Durga Charan Chatterji.—This class was examined on paper, and I consider the general results satisfactory. The questions I set in English were difficult, yet the answers they elicited showed that the class had been in good hands. The answers in History and Geography were especially creditable—the absence of bad spelling being conspicuous. 2nd Section: Teacher, Baboo Kashi Nath.—The remarks on Section 1 apply also to this section, save that the English percentage in the former is 37, while in the latter it is 44. Baboo Kashi Nath has uniformly shown himself a careful teacher, and the class could not have been in better hands.' "

40. *Ajmere.*—Mr. Goulding's remarks show, as last year, the growing appreciation in which the school is held. Proposals for its conversion into a College are before the Government, and I have no doubt that, when the new building is ready to receive it, the character and good name of the institution will be assured. I was pleased with the results of the inspection of the school in October last, taking into consideration the drawbacks which exist in the crowding of the building and an insufficient staff of teachers.

41. Mr. Goulding says of the College Department :—

"These circumstances (the unexpected withdrawal of four students) presaged small success for the institution at the Annual Examination, the result of which, indeed, exceeded my anticipation. Of six candidates who appeared, four were successful—a number that most assuredly would have been all but doubled but for the withdrawals referred to, and the prostration of the most advanced pupil of the year from fever and ague on two days of the University Examinations. He passed in Literature, Philosophy, and Sanscrit, failing in the subjects fixed for the days that proved so unpropitious."

42. He proceeds :—

"For the first time, perhaps, in the history of the institution, withdrawals during the year were rather promoted than otherwise ; certainly no inducements were offered—no encouragement held forth to boys to join us, or to seceders to prolong their stay, simply because insufficiency of accommodation rendered a diminution of our numbers, on sanitary grounds alone, highly desirable. The year opened with 329 on the rolls, and closed with 303.

* "*More*," because allowance must be made for boys promoted from, as well as into.

"The percentage of attendance fell from 94·3 of the previous year to 93·4, wholly in consequence of the exceptional character of the season. Three boys died of cholera, while numbers were prostrated by fever and ague, at a time of year, too, when they are required to put forth their whole energies for the approaching struggle.

"I trust, however, that the increase in the collections will be accepted as evidence of the continued popularity of the school. They aggregated for the year 1866 Rs. 1,424, for 1867 Rs. 1,840—an advance of Rs. 416, which may be considered large, and indicative of an earnest and growing desire for education. Many of the re-admissions, whose assessment under the old scale was ridiculously low, pay four times the amount as a monthly fee; others, who were previously free scholars, readily assent to the lowest rate of eight annas."

43. The Governor-General's Agent for Rajpootana laid the foundation of the new building on the 17th February, 1868, and accompanied the ceremony with a few kind words of encouragement, which will, I hope, not be thrown away. The site is an excellent one, in the immediate neighbourhood of the city. Mr. Goulding has closed his report with a notice of the ceremony, which I quote as it stands:—

"I could not more appropriately close this imperfect review of our labours than with a short allusion to the ceremonial of laying the foundation-stone of the new College by Colonel Keatinge, V.C., Agent to the Governor-General, on the 17th instant. All that pomp and circumstance could lend to the occasion was put in requisition; a large and orderly multitude assembled to witness the important event, and nothing occurred to mar its impressive character. In the few moments that Colonel Keatinge's address to the native chiefs and vakeels in their own language occupied, more was done for the encouragement of education in these districts than was effected during the whole incumbency of his predecessors since the time of the lamented Sir Henry Lawrence. He reminded them of the approaching time when Rajpootana would probably be the high-road to and from England of the highest functionaries of the land, with whom it would be desirable for them to communicate personally, and whose acquaintance they would seek to cultivate; and these advantages could not be realized except they conversed freely in English. He expressed his regret that so few appointments in Rajpootana were held by youths educated in Ajmere. He reminded the pupils of the chances daily opening up to them, and assured them that none should be appointed to responsible posts under himself that had not received an English education. His almost affectionate manner towards the young Massoodah Thakoor, whom he introduced to the ladies present, made a deep impression upon the native gentlemen, by whom it has been admired and commented upon, and whom it has gone far to assure that a liberal education, rather than tinsel and glitter, shall hereafter form a passport to his friendship and consideration. The evening closed with a grand display of fireworks, to witness which half the population of Ajmere turned out."

44. *Etawah.*—The condition of this school is satisfactory. There are 230 boys on the Anglo-Vernacular side, whose average fee is, however, 4 annas 4 pie only; and there are 178 boys in the Hindí Department, whose fee is 2 annas a month. The average daily attendance at the school is calculated at 93·5 per cent., which is very good. There is a small boarding-house attached to the school, but want of accommodation is complained of; and it will, perhaps, be necessary to build, if a site is available.

45. The success of the candidates from this school for the last Entrance Examination at the Calcutta University has been noticed above. It is particularly creditable to the Head Master that only one boy has passed in the *Third* Division. Two of them have entered at the Agra College. Changes in the course prescribed by the Calcutta University will necessitate the strengthening of this school in Oriental Teachers; and a proposition, which involves no additional outlay, such not being contemplated in the Budget provision, has been laid before His Honor, with this object in view.

46. *Allygurh.*—Mr. Howell remarks that this school passed a better examination than any other of the same class of school examined by him. There were 143 boys out of 157 present at examination, of whom 8 were in a second class, and 10 in the third class, among whom six prizes were distributed. I have already noticed (paragraph 6) the delay in the erection of the school-house, which is very much wanted, and without which the management of the school by an English Head Master is greatly hampered. Mr. Howell reports favourably of Mr. Stapley's management of the school, and I may add that the local aid received from the Municipal Committee is liberal. The Collector's (Mr. Lawrence's) influence is very usefully exerted in the encouragement of educational progress, and the district generally has good schools.

(2) Middle-class Schools.

47. These consist of Zillah Schools established on April 1st, 1867, at the sudder stations of districts, in place of the Anglo-Vernacular Schools, which had grown out of the Tahsili Schools, and which, being partly supported by local subscriptions, were reckoned under the next section as aided schools. This year, therefore, instead of two Middle-class Schools, maintained by the Government at Aligarh and Shahjehanpore, I have 20 Zillah Schools, superior and inferior, on different establishments, as given below, circle by circle. Of these schools, that at Aligarh has already risen to the rank of a school of the higher class, or High School, and is reckoned, as above reported, under that heading.

48. The following is a list of the Zillah Schools :—

Place.	Class.	Monthly Establishment.
1st Circle,—8 Schools.		
1. Moradabad, ...	Superior, ...	600
2. Shahjahanpore, ...	Ditto, ...	500
3. Budaon, ...	Ditto, ...	400
4. Meerut, ...	Inferior, ...	200
5. Bulandshahr, ...	Ditto, ...	200
6. Muzaffarnagar, ...	Ditto, ...	200
7. Saharanpore, ...	Ditto, ...	200
8. Bijnour, ...	Ditto, ...	200
2nd Circle,—9 Schools.		
1. Cawnpore, ...	Superior, ...	600
2. Muttra, ...	Ditto, ...	400
3. Mynpoori, ...	Inferior, ...	200
4. Etah, ...	Ditto, ...	200
5. Farukhabad, ...	Ditto, ...	200
6. Hameerpore, ...	Ditto, ...	200
7. Jhansi, ...	Ditto, ...	200
8. Lallatpore, ...	Ditto, ...	200
9. Jaloun, ...	Ditto, ...	200
3rd Circle,—3 Schools.		
1. Allahabad, ...	Superior, ...	500
2. Futtehpore, ...	Inferior, ...	200
3. Banda, ...	Ditto, ...	200

In the above list it will be observed that the names of several sudder towns do not appear. For instance, in the 1st Circle, no school is reported as posted at Bareilly ; and in the 2nd Circle, Agra and Etawah are omitted. The reason is that the School Departments of the Colleges and High School at these places remove the necessity of establishing a Zillah School. In the 3rd Circle, it will be seen that the exceptions are more numerous. Besides Benares, which is in the same category as Agra and Bareilly, the names of Mirzapore, Gazipore, Jaunpore, Azimgurh, and Goruckpore are omitted. The reason is that sufficiently good Mission Schools already exist at each of these towns, and though they would, perhaps, be none the worse for a second school, in the way of healthy emulation, it has been thought better at present to introduce no element of apparent rivalry on the part of this Department with the other Educational agencies at work. At Mirzapore there is an excellent Subscription School, for which a really splendid school-house has been erected, as well as a Mission School ; and both are aided by the Government. The same is the case at Gazipore, but I observe a tendency on the part of the managers of these Subscription Schools to make over the management to this Department entirely, so as to convert the institutions, as it were, into Government Schools.

49. I have already mentioned (paragraph 8) the rate of fees levied in the Zillah Schools. The sum thus raised is necessary for the current contingent expenses of the schools, the establishments of which are all calculated at the *minimum working rates*, in expectation of assistance in the way of subscriptions from the chief residents in each zillah, or of assignments from local funds, or of endowments.

50. The *course of study* is drawn up in accordance with the scheme in operation in the School Departments of the Colleges,—that is, with a view of working up to the matriculation standard of the Calcutta University. When the system is fairly established and begins to work easily, these Zillah Schools are intended to feed the Colleges by sending in for the higher instruction there available the students who have passed the above-mentioned examination ; and I hope in time to see the School Departments of the Colleges detached entirely from the College system, and taking rank as separate High Schools, leaving the parent College to perform its proper function as the training ground of matriculated students only.

51. During this first year of their establishment, and in consequence of the necessary changes of teachers, and the novelty of a higher rate of fees and a stricter system of discipline, the condition of the new Zillah Schools cannot be altogether taken as an estimate of future *status*.

52. The following tables give the particulars of attendance, class by class :—

(1) SUPERIOR ZILLAH SCHOOLS.

Schools.	Attendance by Classes.									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	Total.
Moradabad, ...	...	10	12	16	25	30	9	...	...	102
Shahjahanpore, ...	...	8	12	18	15	18	25	...	...	96
Budaon, ...	...	6	12	14	17	17	17	...	...	83
Cawnpore, ...	3	...	4	13	20	32	60	83	...	215
Muttra, ...	8	10	13	10	13	21	30	...	...	105
Allahabad, ...	4	...	20	28	62	54	42	39	...	249
Totals, ...	15	34	73	99	152	172	183	122	...	850

(2) INFERIOR ZILLAH SCHOOLS.

Schools.	Attendance by Classes.									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	Total.
Meerut, ...	4	2	14	16	27	28	...	...	...	91
Bolandshahr, ...	4	7	10	10	16	9	14	...	...	70
Muzaffarnagar, ...	2	4	9	12	12	8	...	...	...	47
Saharanpore, ...	6	6	8	15	11	4	...	...	...	50
Bijnour, ...	7	5	15	14	15	39	...	...	...	95
Mynpoori, ...	...	7	9	23	13	20	18	...	...	90
Etah, ...	4	4	8	4	14	4	...	...	...	38
Farukhabad, ...	...	5	5	14	7	9	13	...	...	53
Hameerpore, ...	...	...	5	5	8	10	6	...	...	34
Jhansi, ...	...	...	2	11	15	7	10	...	...	45
Lallatpore, ...	...	...	7	9	...	22	45	...	...	83
Jaloun, ...	Closed.									
Futtehpore, ...	...	...	9	...	5	7	11	8	23	63
Banda, ...	...	...	3	...	10	14	...	18	41	86
Totals, ...	27	40	104	133	153	181	117	26	64	845
										850
									Total, ...	1,695

53. The following comments on this class of school in the 1st Circle are made by Mr. Howell, who was officiating as Inspector during the greater part of the year : —

"I proceed to state my general impressions as to the progress made at those schools in the prescribed courses of study. During the rainy season I visited and examined the schools at Moradabad, Budaon, Bolandshahr, Saharanpore, and Muzaffarnagar. The examinations were, however, only cursory, as those tours were undertaken with the view of making myself acquainted with the general condition of the schools, of selecting a suitable Master to replace Munshi Lachhman Pershad at the Normal School, Meerut, and of investigating certain complaints. In the cold season I examined in detail the schools at Bijnour, Budaon, Bolandshahr, Moradabad, and Shahjahanpore. In all the schools the attention of the Masters and boys is too much concentrated on English, to the detriment of other subjects. Little attention is paid to translating idiomatically and elegantly from English or Persian into the vernacular. The students have

not yet advanced to translation in Arabic or Sanscrit. They stumble in History and Geography, from the difficulty of expressing their ideas in English. Their knowledge of Euclid, Algebra, and Arithmetic is, owing to the system of teaching these subjects in English, below that of boys in many Tahsili and Village Circuit Schools. The Masters below the grade of Head Master are very imperfectly qualified,—the English Masters from defective education, and the Oriental Masters partly from this cause, and partly because their salaries are too low, and the best talent available in the country is not enlisted."

54. Most of the schools mentioned by Mr. Howell had been established only a few months previous to his visit, and his condemnation is hasty in some respects. The large attention paid to *English* (a point which I have noticed in my Report on Anglo-Vernacular Aided Schools) is not unreasonable, when it is remembered that the wish of the people is for instruction in English, and that the Subscription Schools, from which the Zillah Schools have been developed, were supported by subscribers for this very purpose. The translation may be expected to improve, especially from English into the Vernacular. Every one who has heard a class of native boys construing Persian to a Moulvi will recognize the description given by Mr. Howell. Bald literal translation is the custom of the country, but is gradually being amended under the Anglo-Vernacular School system. As to knowledge of Elementary Mathematics, no restriction is placed upon the teacher to instruct in English. The practice in this respect is left to the Inspector's judgment. Native boys undoubtedly learn the subjects quicker in the Vernacular than in English, but their comprehension of them is quite another matter.

As regards the salaries paid, it has been already stated (paragraph 49) that the establishments are paid at the *minimum* working rates. If a school is popular and wanted by the people, it is fair to expect that those interested should contribute to raise the salaries of such teachers as they consider to be under-paid. This is the case at several of the Zillah Schools already.

55. The following account of the three Zillah Schools in the 3rd Circle occurs in the Inspector's report:—

"*Allahabad Zillah School.*—This school owes its existence solely to Mr. Ricketts, formerly Collector and now Judge of Allahabad, and though it has been made for the last twelve months a Government Zillah School, he, as also his successor, Mr. Robertson, has continued the liberal grant of Rs. 120 per mensem from the Nazúl Fund, which supports a boarding-house, containing 15 boys, attached to the school, and enables us to award scholarships to the best deserving and employ extra teachers. Mr. Ricketts has lately given Rs. 2,522-14-9 from the Fund and the Municipality to make urgently required additions to the building, and we have asked double the amount from the Government for the same purpose. The building is most conveniently situated in the heart of the city. The Government have thought fit to sanction only Rs. 500 per mensem for this school, and though we have secured the services of an efficient European Head Master, Mr. McMullan, yet Rs. 200 per mensem can hardly be expected to retain such men long in the Department. Babú Atma Ram, B.A., is the Second Master. The school was examined by you last cold weather. All the teachers seem to take pains and interest in their work. Mr. McMullan is preparing his First-class boys to try for the next University Examination, and has strong hopes that three out of four will pass the Entrance. His Highness the Maharaja Dhiraj of Burdwan has promised gold medals to all who pass the Entrance the first time any candidates go up.

"This school has collected Rs. 1,275 in the shape of fees—not an insignificant sum—to provide for the prizes to be given to the boys and the purchase of books, maps, globes, furniture, &c., &c., and other contingencies.

"*Banda Zillah School.*—The building is suitable and convenient. The attendance has somewhat fallen, on account of the enforcement of the new scale of fees, ranging between 4 annas and Rs. 4, which has partially contributed to make the Head Master, Babú Sivakumar, lately transferred there from Cawnpore, to a certain extent unpopular with the people. I am strongly against eleemosynary education, but also against enforcing such high fees as may deter the people from sending their children into our schools. Local circumstances require much consideration, and perhaps it would be better if, instead of fixing one uniform rate of fee for the whole North-Western Provinces, the rate were left to the discretion of the local officers. The fee which a banker, a shopkeeper, or a zemindar would willingly pay in Allahabad is not to be expected from men of the same position and means in Banda. In Oudh, they take (last printed Report of the Director of Public Instruction) only one anna in the Zillah Schools, and three pies in the Anglo-Vernacular Schools. This school costs the Government Rs. 200 per mensem, and has collected Rs. 226 on account of fees.

"*Futtehpore Zillah School.*—Here also we have a good building, raised by local contributions and some grants from the Government. The Head Master, Babú Gaurhari, appointed on probation, did not answer

the expectations formed of him, and his place has been taken by Babú Churamal, the Third Master of the Allahabad Zillah School. He has passed the First Arts Examination of the Calcutta University. This school was examined by you last cold weather. The fees collected during the year amount to Rs. 110.

"A boarding-house, containing ten boys, and maintained by local subscriptions, is attached to the school."

56. Mr. Lloyd reports, on the whole, in encouraging terms of the schools of this class in the 2nd Circle. He has been fortunate with his Head Masters, and no doubt herein is the secret of success. The removal of the Jaloun School is due to the apathy of the people entirely. It could not be carried on either at Jaloun, Oraie, or at Calpi. The school at Jhansi does not promise well at present, and that at Etah can never be a well-filled school.

Mr. Lloyd says:—

"I consider these, on the whole, to present a fairly promising aspect. As the Assistant Inspector remarks, 'They are yet on their trial.' Another year's experience is required to enable us strictly to measure their merits and capabilities. Already, however, two of them—those at Muttra and Cawnpore—are pressing forward to the standard of preparing candidates for entrance to the University. Three others—those at Mynpoory, Etah, and Furruckabad—are not far behind, and are gradually rooting themselves in the estimation of the people.

"Lullutpore has also a well-filled school, considered by the Assistant Inspector to be very fairly taught. This school, it must be remembered, only became a Zillah School in September last. The remaining two schools of Jhansi and of Hamirpore are of less merit. But even these may fill in time and rise gradually, if not higher, at least to the position of respectable schools of the middle class. Parents, no doubt, are hanging back on the question of fees. They are in the position, as it were, of bargainers for a cheap education, and in bargaining we all know natives take a long time to decide.

"The Jaloun School, after nine months' trial, was abolished,—paucity of scholars, and not the incompetency or neglect of the teachers, being the cause of failure. Its staff was provided for in other appointments. I cannot close these observations on Zillah Schools without remarking that there *are* natives to be found who are quite capable of filling the position of Head Masters. The success attained at Muttra, Mynpoory, and Lullutpore proves this, where the Head Masters, Kedarnath, Chitur Mul, and Hira Lal, besides being good teachers, have displayed no small amount of capacity for management. They conduct their correspondence with this office in a punctual and business-like manner, and, if called upon, can write a good English report."

57. (3) SCHOOLS OF THE LOWER CLASS.

I.—Tahsili.

The following gives a summary view of the attendance, circle by circle, compared :—

Circles.	1866-67.			1867-68.		
	Number of Schools.	Number on Roll.	Average attendance.	Number of Schools.	Number on Roll.	Average attendance.
1st Circle, ...	64	7,560	6,419	56	4,511	4,264
2nd "	77	6,413	6,094·43	60	4,608	4,150·42
3rd "	55	4,320	3,370·93	53	3,696	2,864·33
Kumaon and Gurhwal, ...	38	2,251	1,468	35	2,043	1,208
Ajmere,*	17	650	567	18	671	550
Totals, ...	251	21,194	17,919·36	222	15,529	13,036·75

57*a*. The reduction in the number of schools of this class has been explained in paragraph 31*b*, above, as due to the orders of the Government of India, No. 1864, dated 3rd November, 1866, which came into effect at the beginning of the year under

* Not including the schools under the Deputy Commissioner.

report. There are 29 schools fewer; and it will be observed that there are 5,665 boys fewer—that is, the decrease in attendance is larger in proportion than the decrease in the number of schools.

Two causes may be assigned for the decrease, which is larger than could be expected from the mere reduction in the number of schools. For the effects of each of these I was prepared, and am of opinion that the disproportion above observed is by no means either surprising or alarming.

1st,—The action of the Government order quoted above was to close *Branch* Tahsili, as well as to cut down the number of Tahsili, Schools. These had been established in large towns, such as Khoorjah, and their attendance went to swell the attendance at, without increasing the number of, Tahsili Schools.

Para. 12 of the Government order ran as follows:—

"An additional charge of Rs. 1,006 monthly was originally proposed for Assistant Teachers for the Tahsili Schools in the first three circles of inspection. Exception to the charge was taken by the Government of India, as being one which, if required for the principal Tahsili School, should be met from schooling fees, or which, if required for a Branch Tahsili School, could not be allowed consistently with the limitation of the outlay by Government to that necessary for one Tahsili School per Tahsil."

It was manifestly impossible to maintain Branch Schools, as well as Assistant Teachers, from the funds derived from fees, and this method of developing the usefulness of Tahsili Schools in large towns had to be abandoned. The restoration of this plan will be recommended at a fitting opportunity. As regards Assistant Teachers, the rule now in force (provided by the same Government order) allows an assistant for every 60 boys in average attendance. This I consider a fair allowance, and as there are for the year under review 70 boys on an average in the school registers, it will be seen that, as a rule, each school has had two Teachers,—*viz.*, one Teacher on an average salary of Rs. 14, and an Assistant on Rs. 6.

2nd,—Another reason for the reduction which has taken place in the attendance is the *enforcement* during the year under review of payments from fees. This measure sprung from the paragraph above quoted, from which it was evident that the Tahsili School system was considered to depend partly for its development on regular fee collections. An enquiry was also made by His Honor's Government into the expenditure of the fees collected, and orders were sent round to the Inspectors to insist upon a stricter system of accounts, on the principle that the fee collections were the property of the Government, and that all balances must be paid into the nearest treasury. This measure caused universal dissatisfaction among the Teachers, and the result is a large decrease in attendance, which I may put at ten boys per school throughout the Provinces. If the sense of the people, as represented by the Local Educational Committees, was taken, I have little doubt but that "*no fees*" would be the universal cry. In fact, the very last communication I had from a Committee recommends that "*no fees*" be taken in Tahsili Schools. The only reason urged for this recommendation was that the attendance had fallen off during the year.

I am not inclined to relax the rules as regards regularity of payment, but I think we may reduce our demand, or allow a certain percentage of the boys to be educated free. This point will be included in a separate reference on the general question.

58. One more general remark on this class of school, as regards the registration of attendance, occurs to me. It is, I think, a satisfactory proof of the accuracy and general fidelity of our returns to find that, while the *school registers* (*vide* para. 56) name 15,529 boys, and give the average attendance as 13,036, the *census* taken on one particular day, without reference to the registers, but as an independent enquiry, gives 14,703 as the number of boys present (*vide* para. 30)—that is, a number intermediate

between the number on the lists and the average attendance, and considerably nearer to the former than the latter.

59. I now turn to the reports of the Inspectors, circle by circle :—

1st Circle.

This circle comprehends the districts in the Meerutt and Rohilkhund Divisions, and was chiefly under the charge of Mr. Howell, now Judge of the Small Cause Court at Dehra, during the year, who, if he brought with him no previous experience of the character of Vernacular education in the country, was well qualified to pass an opinion on the way in which the *teaching* was being carried on. Mr. Howell's demands in mathematical attainments from these schools are somewhat exacting, as will be seen below. It would hardly be fair to look for quadratic equations and four books of Euclid from a parish school in England, or to expect the farmers' and labourers' sons to enunciate very correctly the Greek and Latin derivations which occur in an English book of even ordinary difficulty. It is true that Euclid and Algebra form part of the subjects of study in the Upper Classes of a Tahsili School ; but in my own examinations I am quite content if a boy can write out intelligently and explain the bearings of a proposition in the first book, and perform an easy sum in the first four rules of Algebra. With the books in his hands, he can always qualify himself further ; but I commonly find professed mathematical knowledge in advance of the limit I have named a mere pretence, when enquiry is made into the comprehension and application of the book-work. There are exceptions, and the Inspector of the 2nd Circle will agree with me in naming the Tahsili School of *Sarài Mìran* and the neighbouring Halkabandi School of *Kannouj* as being thoroughly well taught in Elementary Mathematics, and worthy of comparison in this respect with many of the best middle-class schools in England.

60. Mr. Howell's remarks on what he saw in the Meerutt and Rohilkhund Tahsili Schools are as follow :—

"In Mathematics—*i. e.*, Euclid, Algebra, and Arithmetic—most progress had been made at the Tahsili School, Bijnaur, District Bijnaur. There were boys there who understood quadratic equations ; and this school was, as regards these subjects, considerably ahead of the Zillah School at the same place. In no case, however, had progress been made in Mathematics beyond four books of Euclid in Geometry and quadratic equations in Algebra, and these limits even were seldom reached. In History—*i. e.*, History of India, the only branch of History taught at these schools—the Upper Class in some instances had commenced the second part of Babú Shiva Prasad's work ; none had advanced beyond a few pages. Geography was well known—*i. e.*, the situations of places and the main features of countries were readily mentioned. In Persian, the style of reading and translation was very bad, the same faults appearing in all the schools—*viz.*, a slavish adherence in translation to the order of words in the original, entire disregard of the vernacular idiom, ignorance of the derivations and forms of Arabic derivatives, neglect of the Izafa, and inability to conjugate Persian verbs. Similar ignorance of Persian and Arabic derivatives in Urdu and of Sanskrit derivatives in Hindi was observable. These shortcomings appeared to me due to the incapacity of the teachers, who, in point of attainments, are but little in advance of their pupils. Indeed, a person who has passed through the school course is generally considered fully qualified for a teachership; and until greater development is given to the Normal School, these are the men who will be available for teacherships."

61. The Officiating Assistant Inspector, to whom has fallen unavoidably the difficult task of reporting and arranging the statistics of work which is not his own, and of which he has had no experience, gives the following tables of attendance, examination, and progress. With reference to the first of these, the few remarks with which I prefaced the present notice of Tahsili Schools will have prepared the eye for noting a decrease in the number of schools and scholars. The decrease in the number of schools does not show the actual withdrawing of teaching power which has taken place. The action of the Resolution of the Supreme Government, No. 1884, dated 3rd November, 1866, has been especially disastrous in the 1st Circle, in the large towns of which Mr. Cann had introduced an excellent system of Branch Schools, the attendance at which went to swell the total of Tahsili scholars ; and thus, though only eight schools have been closed, more than 3,000 boys have lost the means of

instruction. The number of Tahsili Schools is limited to one per pergunnah, for the sake of uniformity; but the populations of the pergunnahs are so various, and the size of the towns so different in different parts of the country, that more elasticity is wanted in the system, and the means of creating Branch Schools should be provided.

As regards the examination table, the Officiating Inspector was unable to see every school in the districts visited on tour.

62. (1) *Summary of Attendance.*

Zillahs.		No. of Schools.	In each Class in 1867-68.							
			1.	2.	3.	4.	5.	6.	7.	Total.
Aligarh,	...	6	33	44	50	89	129	139	320	804
Bulandshahr,	...	4	16	20	33	58	97	132	179	535
Meerutt,	...	6	4	10	23	55	93	84	219	488
Mozuffernugar,	...	4	9	12	14	39	61	69	145	349
Saharunpore,	...	4	8	16	22	29	50	61	103	289
Dehra Doon,	...	2	...	5	4	8	19	18	26	80
Total,	...	26	70	107	146	278	449	503	992	2,545
Bareilly,	...	8	...	14	25	61	114	39	228	481
Budaon,	...	5	...	2	17	26	60	71	89	265
Bijnour,	...	5	8	17	42	56	56	35	60	274
Moradabad,	...	7	17	17	26	72	156	104	200	592
Shahjahanpore,	...	5	4	17	24	47	51	65	146	354
Total,	...	30	29	67	134	262	437	314	723	1,966
Grand Total,	...	56	99	174	280	540	886	817	1,715	4,511
In 1866-67,	...	64	...	...	...	...	...	...	...	7,560
Decrease,	...	8	...	...	...	...	...	...	...	3,049

63. (2) *Examination Table.*

Number.	Districts.	Number of Schools.	Number of Boys on the Register.	Present at Examination.	Number of Schools not examined.	Number of Boys in each Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Number of Prizes obtained in each Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Aligurh, ...	6	843	767	...	24	40	56	86	82	168	387	11	15	13	16	13	2	...	70
2	Bulandshahr,	4	450	410	...	17	18	24	63	112	137	79	7	10	11	13	12	...	...	53
3	Meerutt ...	6	190	178	3	5	7	8	23	41	34	72	...	3	1	7	13	17	12	53
4	Mozufferragar,	4	349	323	...	9	12	14	39	61	69	145	...	...	...	...	...	...	...	69
5	Saharunpore,	4	67	66	3	5	6	6	8	15	12	15	2	1	2	2	5	3	3	18
6	Dehra Doon,	2	54	45	1	...	2	2	14	9	9	18	...	...	2	1	2	...	...	5
7	Bareilly, ...	8	388	343	2	...	5	14	22	87	113	147	...	7	10	17	11	...	1	46
8	Badaon, ...	5	281	257	...	...	...	...	15	22	131	113	...	2	1	8	7	4	1	23
9	Bijnour, ...	5	90	86	4	5	...	8	34	17	15	11	1	...	1	1	...	1	...	4
10	Moradabad,...	7	448	411	2	...	1	3	6	28	169	241	5	9	8	13	14	1	...	50
11	Shahjehanpore,	5	340	294	...	2	5	3	11	7	97	215	3	8	8	12	3	3	...	37
	Total, ...	56	3,500	3,180	15	67	96	138	321	481	954	1,143	29	55	56	90	80	31	17	428

(3) *Progress Table.*

Zillah.	Number of Schools.	State of School at the Inspector's Visit. Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.
Aligurh, ...	6	...	...	2	3	1	...	...
Bulandshahr, ...	4	...	...	2	2	...	...	...
Meerutt, ...	6-3	...	1	...	2	...	...	...
Mozuffernagar, ...	4	...	1	1	2	...	...	...
Saharunpore, ...	4-1	1	...	...	...	...	...	...
Dehra Doon, ...	2-1	...	1	...	...	...	...	...
Badaon, ...	5	...	...	1	3	1	...	...
Bareilly, ...	8-6	...	3	1	...	2	...	...
Bijnour, ...	5-1	...	1	...	...	...	...	...
Moradabad, ...	7-5	...	...	2	1	2	...	...
Shahjehanpore, ...	5	...	1	1	2	1	...	...
Total, ...	56-41	1	8	10	15	7	...	...

2ND CIRCLE.

64. This circle comprises the Agra Division, the Bundelkhand Division, and the Districts of Cawnpore and Hamirpore. The Agra Division has hitherto fallen entirely to the inspection of the Inspector, and the remainder of the circle to his Assistant.

65. The present Inspector, Mr. Lloyd, succeeded Dr. Anderson (retired) in October, and, as before remarked, has found himself called upon to explain certain decreases which have already been considered by me in para. 31 above as due to causes which have nothing to do with his management. He has furnished a full and excellent report of the condition of the schools, and I now quote his general comments on the Tahsili Schools :—

"I open my remarks under this head by observing that no part of Inspector's work has given me greater satisfaction than the examination of Tahsili Schools. They seem to me to more nearly fulfil the objects for which they were established than any other class of schools. They educate the people in the people's own language. They enable any boy who stays four years at school, even though irregularly attending, to possess himself of something at least of the three essential rudiments of education. Boys who stay longer have usually acquired enough knowledge of Hindi and Urdu to fit them to cope with any ordinary paper. Those who reach the higher classes, and quit them for employment away from their native town, are found to make good office clerks ; and some there are so well grounded in learning that a little self-culture soon qualifies them to assist or superintend the instruction of others. In proof of these statements, I may mention that many of our Sub-Deputy Inspectors and Mohurrirs have received no other education than what a Tahsili School affords. Some of our best teachers, too, have been originally taken from among Tahsili school-boys. If a stranger visits the Normal School at Agra, and, in the course of questioning the new entrants, observes a youth more than usually expert at figures, or who reads the vernaculars in better style than his fellows, it will invariably be found that the lad has just come in from some Tahsili School, and has by him a little private store of books, won by him as prizes at the Inspector's annual visits.

"The first of these schools which I examined was that at Saidabad, in the Muttra District, which for years past had been denominated by my predecessor as a Tahsili School of middling character. When the day's work was over, and I sat down to write my opinion of the examination, the first thought which occurred to me was how much more knowledge the boys had shown than I, with the narrow experience of College students only, had ever deemed possible in a country town. This thought found expression in these words :—'If this for a Tahsili School is one of only the middling sort, then something is really being done in the towns of the circle, and a good and useful education is put within reach of the inhabitants.' Since that time I have examined schools of all descriptions,—Village Halqabandi, Aided Anglo-Vernacular, Mission High, and Government Zillah. But larger experience, so far from altering my first impression, has but confirmed and strengthened it. I still think, as I come to record what I have seen, that, however great the efforts, however high the aims of superior schools may be, the old Pergunnah Schools, which Government now limits to one for each Tahsil, have best repaid Government for Government support. With no other object than the direct one of giving common instruction in the common vernaculars, they have done and are still doing much excellent work, and, of all schools whatsoever, have come nearest to success."

66. I insert here the customary tables of attendance, examination, and progress, which are carefully and thoroughly prepared. In explanation of the "Prizes" recorded in the second table, I may remark that the system in vogue in this circle is to distribute tickets and half tickets *at the time* to boys who do well and pretty well. The tickets gained entitle the holders to receive prizes afterwards, and the object gained is saving of time and interruption. Each ticket bears a stamp, and shows the subject in which a prize was gained.

(1) *Attendance Table of Tahsili Schools, 2nd Circle.*

Zillah.	Number of Schools at the end of the year.	Number of Scholars on the Register at the end of the year.	Number of Schools examined by the Inspector.	Number of Scholars on the Register at the time of Examination.	Number of Scholars present in each Class at the time of Examination.							Total number of Scholars present at the time of Examination.
					1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
1. Agra, ...	9	650	9	803	1	23	31	51	111	177	333	727
2. Muttra, ...	8	707	8	715	5	21	27	54	118	160	284	669
3. Etah, ...	3	280	3	330	3	11	10	30	27	57	158	296
4. Etawah, ...	4	296	4	313	2	10	19	20	40	55	147	293
5. Furrukhabad, ...	6	526	6	532	7	7	24	46	70	86	177	417
6. Mynpoori, ...	5	543	5	617	5	14	23	43	89	93	316	583
Total, ...	35	3,002	35	3,310	23	86	134	244	455	628	1,415	2,985
In 1866-67, ...	41	3,892	41	4,153	32	111	183	276	558	739	1,831	3,730
Increase or decrease, ...	−6	−890	−6	−843	−9	−25	−49	−32	−103	−111	−416	−745
7. Cawnpore, ...	9	653	9	654	3	17	22	45	103	108	291	589
8. Hamirpore, ...	6	329	6	414	...	...	10	21	49	85	191	356
9. Jaloun, ...	5	267	5	301	...	...	7	21	37	43	174	282
10. Jhansi, ...	4	230	4	294	...	...	5	22	42	69	126	264
11 Lallatpore.	2	127	2	135	4	...	7	14	17	20	70	132
Total, ...	26	1,606	26	1,798	7	17	51	123	248	325	852	1,623
In 1866-67, ...	36	2,521	36	2,437	5	29	85	154	340	450	1,038	2,101
Increase or decrease, ...	−10	−915	−10	−639	+2	−12	−34	−31	−92	−125	−186	−478
Grand Total, ...	61	4,608	61	5,108	30	103	185	367	703	953	2,267	4,608
Grand Total, 1866-67, ...	77	6,413	77	6,590	37	140	268	430	898	1,189	2,869	5,831

(2) *Examination Table for Tahsili Schools.*

Number.	Districts.	Number of Tahsili Schools.	Number of Boys on the Register.	Present at Examination.	Number of Schools not examined.	Number of Boys in each Class.							Number of Prizes obtained in each Class.							Total number of Prizes.
						1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
1	Agra, ...	9	803	727	...	1	23	31	51	111	177	333	3	44	46	51	141	166	52½	503½
2	Muthra, ...	8	715	669	...	5	21	27	54	118	160	284	16	45¼	52½	94½	203¾	157½	76½	646
3	Etah, ...	3	330	296	...	3	11	10	30	27	57	158	13	30	9½	26½	22	62½	23½	187
4	Etawah, ...	4	313	293	...	2	10	19	20	40	55	147	2½	13	27	22½	31	41	21½	158½
5	Furrukhabad, ...	6	532	417	...	7	7	24	46	70	86	177	13½	18½	36	49	72½	57	28	274½
6	Mynpoori, ...	5	617	583	...	5	14	23	43	89	93	316	5½	28½	33½	58½	87½	80	59½	353
	Total, ...	35	3,310	2,985	...	23	86	134	244	455	628	1,415	53½	179¼	204½	302	557¾	564	261½	2,122½
7	Cawnpore, ...	9	654	589	...	3	17	22	45	103	108	291	9½	54	47½	108½	185½	81½	184	670½
8	Hamirpore, ...	6	414	356	...	...	...	10	21	49	85	191	...	...	26	38	66	62	122	314
9	Jaloun, ...	5	301	282	...	...	...	7	21	37	43	174	...	...	12	33	45	30	78	198
10	Jhansi, ...	4	294	264	...	...	...	5	22	42	69	126	...	...	17	42½	52	42	89	*242½
11	Lallatpore, ...	2	135	132	...	4	...	7	14	17	20	70	15	1	18	41	35	18	39	167
	Total, ...	26	1,798	1,623	...	7	17	51	123	248	329	852	24½	55	120½	263	383½	233½	512	1,592
	Grand Total, ...	61	5,108	4,608	...	30	103	185	367	703	953	2,267	78	234¼	325	565	941¼	797½	773½	3,714½

(3) *Progress Table of Tahsili Schools.*

Districts.	Number of Schools.	State of Schools at the time of Inspector's or Assistant Inspector's visit as regards Instruction.							Progress since last year.			
		Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Improved.	Slightly improved.	Not improved.	Fallen off.
Agra, ...	9	...	2	1	4	2	...	...	3	...	3	3
Muthra, ...	8	...	2	2	3	1	...	...	3	1	3	1
Etah, ...	3	...	1	...	1	1	...	...	1	2	...	...
Etawah, ...	4	...	...	2	2	...	...	...	2	...	2	...
Furrukhabad, ...	6	1	...	4	...	...	1	...	1	...	4	1
Mynpoori, ...	5	..	2	1	2	...	...	...	4	1	...	...
Total, ...	35	1	7	10	12	4	1	...	14	4	12	5
Cawnpore, ...	9	...	1	3	3	1	1	...	2	3	3	1
Hamirpore, ...	6	...	...	1	2	2	1	...	2	2	2	...
Jaloun, ...	5	...	...	1	1	2	1	...	...	1	3	1
Jhansie, ...	4	...	...	1	1	1	1	...	1	1	1	1
Lallatpore, ...	2	...	1	...	1	...	...	...	2	...	...	...
Total, ...	26	...	2	6	8	6	4	...	7	7	9	3
Grand Total, ...	61	1	9	16	20	10	5	...	21	11	21	8

67. On the first Mr. Lloyd says :—

"The attendance table here inserted shows the number of Tahsili Schools in operation during the year, and in existence at its close, to be 61. These 61 schools bore upon their books on the 31st of March the names of 4,608 scholars. At the end of the official year 1866-67 the number of Tahsili Schools was 77, with a roll-call of 6,413 scholars. In other words, the number of Tahsili Schools in this circle has been reduced by sixteen, and of Tahsili scholars by 1,805. The Agra Division has suffered to the extent of six schools and 890 scholars ; the Cawnpore and Bundelkhund Division to the extent of ten schools and 915 scholars. The diminution of schools, as already explained, is the result of the Government order No. 1884, dated 3rd November, 1866, which was put in force throughout the circle on the 1st of April, 1867. Since that date, pergunnahs which are not also Tahsildáris have had no school supported by Imperial Funds. The withdrawal of the Government allowance, although it prevents my classing these sixteen schools under the heading "Tahsili," has not actually destroyed them. They are still in existence, but under another name. Deriving their support as they now do from School Funds, they and their scholars will find a place in the statistical tables of Halkabandi Schools. They still continue to occupy their old Tahsili School-houses; and this fact alone—the possession of good buildings—will go far to save them from falling into decay."

68. With regard to the results of the examinations recorded in the second table, Mr. Lloyd's remarks go to show that the distribution of the boys in the various classes corresponds exactly with that of the year before. I observe he mentions the *Sarai Miran* School, to which I have already referred in paragraph 59, as his best school. I cannot avoid remarking here that the best school in the North-Western Provinces of its kind has no school-house, notwithstanding representations made to the local authorities.

"Of those in the Upper Division which I myself examined, I was best pleased with that at Sarai Miran, in the Furrukhabad District. I have therefore separated it from the good schools by giving it a place of distinction in the column of "Very good." At the time of my visit, there were 109 boys on the roll, of whom 104 were present. All the classes, from the first to the seventh, were very respectably filled, and the class studies excellently prepared. In the First Class there were seven boys, to whom, among other things, I set a stiff exercise in Geometry, not to be found in Euclid. In a very reasonable time—and I took care they were not assisted—six out of the seven brought up the correct solution. In their Text-book of Indian History, and in Geography, no matter what map I selected, it was difficult to puzzle any of the seven. The lower classes were, for their position, quite as good as the first. There was hardly a boy in any of them who was not well up to the work laid down for him. As I wrote at the time in the school-book :—'It was impossible to reward every boy who brought up correct work, or who gave correct answers. Had I done so, my prize-tickets would have been exhausted by the demand made upon them.' A really good vernacular education is imparted in this school, and if it be doubted (and I have sometimes heard the doubt expressed) whether the standard of studies laid down for Tahsili Schools be not fixed too high, I should point to this school at Sarai Miran as proof sufficient that the proficiency aimed at is quite possible of attainment."

69. He adds further:—

"Taking the whole number of boys examined to be represented by 100, the percentage of examinees in each class may be seen at a glance from the subjoined table. The under line of figures gives the means of comparing this year and last together. So far as whole numbers are concerned, there is positively no difference whatever between the two years—a curious result, as the figures may be vouched for, being in both years taken and registered by the Inspectors on the spot."

Year.	Whole number of boys examined.	Percentage of the whole in each Class.							Total.
		1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
1867-68, ...	4,608	·65	2·24	4·02	7·96	15·26	20·68	49·19	100
1866-67, ...	5,831	·63	2·4	4·59	7·37	15·42	20·39	49·2	100

3rd Circle.

70. This circle comprises the Benares and Allahabad Divisions, excluding the Districts of Cawnpore and Hamirpore. Here, too, a reduction in the number of schools was effected in accordance with the Collectors' returns, which gave 53 Tahsildáris in the ten districts. The after-creation of other Tahsildáris made the reduction unnecessary; but the Budget Estimates did not admit of correction at the time. This has been effected for 1868-69, and the number of schools will rise. The decrease of scholars is larger than can be explained by the above fact of reduction; but Mr. Griffith adds further good reasons why a falling off was likely,—*viz.*, the change of position and character in certain of the schools necessitated by the new arrangement. I may add to this the issue of orders requiring a more regular fee-collection; but this has been already commented upon.

71. I had the pleasure of examining most of the Tahsili Schools of the circle during my tour, and found the condition of the majority fair. As compared with a few superior schools I had examined from time to time in other parts of the country, none of these schools could be ranked as "Very good;" and the Inspector's progress table is too well stocked in that column. The positive "Good" is an excellent result to achieve, and it has been very commonly achieved in the 3rd Circle.

72. The following remarks and tables are taken from the Inspector's Report:—

"Unfortunately the list of Tahsils taken from the Board's Office, according to which the Budget has been sanctioned, seems to have, by an obvious error, contained only 53 instead of 55 Tahsils; and so we have been obliged to keep two Tahsils during the year without any Tahsili School. However, the next Budget will correct the mistake, and I hope soon to see matters set right. The want of sanction for these two schools, which reduced their number from 55 of the last year to 53 in 1867-68; the orders of the Government that each Tahsildári is to have only one Tahsili School, which necessitated the removal of several schools into other localities; and the conversion of some of them into Anglo-Vernacular, which called for the opening of new Tahsili Schools,—will account for the falling off of the number of boys from 4,320 in 1866-67 to 3,696 in 1867-68, and from 516 in the upper three classes of 1866-67 to 369 in the same of 1867-68. Still we count eight Tahsili Schools, with their branches, having more than 100 boys: in Burhul, Piprauli, and Salimpore, in the Goruckpore District; Ahrowra and Gopeegunj, in the Mirzapore District; Kurari, in the Allahabad District; Khujwa, in the Futtehpore District; and Ramnuggur, in the Benares District. The boys exceed 200 in Burhul and Salimpore. Being averse to having any Tahsili School in the sudder stations, where so many schools of higher denomination are available for the people, we are very unlucky in having so few large towns (qusbas) in this circle which can sufficiently feed a good Tahsili School. Out of 209 towns and villages in the North-Western Provinces (35 districts) containing above 5,000 inhabitants, only 38 have fallen to the lot of this circle; and if we exclude from this such people as have yet very little appreciated the advantages of education, the number dwindles down to only 13 in the remaining nine districts.

"Of the 3,696 boys now attending these schools, 2,255 are agriculturists, and 1,441 non-agriculturists."

(1) *Attendance Table.*

Number.	Districts.	Number of Schools.	Boys in each Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Allahabad, ...	9	16	20	26	54	56	85	222	479
2	Azimgurh, ...	6	...	15	24	41	52	71	200	403
3	Banda, ...	7	...	9	18	34	44	79	175	359
4	Benares, ...	1	...	...	4	4	4	12	96	120
5	Bustee, ...	5	5	8	19	13	17	34	166	262
6	Futtehpore, ...	6	7	24	42	52	70	90	109	394
7	Ghazipore, ...	6	2	5	5	29	45	64	224	374
8	Goruckpore, ...	5	6	18	25	45	69	103	371	637
9	Jounpore, ...	5	2	7	23	37	73	65	98	305
10	Mirzapore, ...	3	6	11	22	33	57	104	130	363
	Total, ...	53	44	117	208	342	487	707	1,791	3,696
	In 1866-67, ...	55								4,320
	Decrease, ...	3								624

(2) *Examination Table.*

Number.	Districts.	Tahsili Schools examined.	Not examined.	Scholars on Roll.	Boys in each class present at Examination. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.	Number of Prizes obtained in each Class. 1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Allahabad, ...	9	...	426	12	10	25	39	45	47	69	247	...	12	14	22	17	11	10	86
2	Azimgurh, ...	6	...	301	2	11	18	14	29	31	37	142	1	19	10	15	17	15	7	84
3	Banda, ...	7	...	222	...	5	12	18	25	40	86	186	...	4	10	10	24	18	11	77
4	Benares, ...	1	...	96	...	...	...	4	17	21	27	69	...	...	1	5	12	...	5	23
5	Bustee, ...	5	..	267	6	5	5	17	25	40	61	159	8	2	1	7	2	2	2	24
6	Futtehpore, ...	6	...	345	2	6	8	21	39	58	85	219	2	3	4	6	21	51	35	122
7	Ghazipore, ...	6	...	306	2	5	5	22	38	53	73	198	1	6	2	8	8	12	11	48
8	Goruckpore, ...	5	...	608	6	9	21	37	45	86	180	384	2	4	6	16	7	18	14	67
9	Jounpore, ...	5	...	219	2	7	20	29	58	43	49	208	...	8	23	31	39	19	11	131
10	Mirzapore, ...	2	*1	304	2	8	13	14	18	20	17	92	...	2	7	7	5	10	3	34
	Total, ...	52	1	3,094	34	66	127	215	339	439	684	1,904	14	60	78	127	152	156	109	696

* *Kone* Schools, Mirzapore hills.

(3) *Progress Table.*

Number.	Districts.	Number of Schools.	State of Schools at the Inspector's visit. Very good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.
1	Allahabad, ...	9	1	1	...	3	2	1	1
2	Azimgurh, ...	6	...	...	6	...	...	...	...
3	Banda, ...	7	...	1	...	3	1	2	...
4	Benares, ...	1	1	...	...	...	...	...	...
5	Bustee, ...	5	...	...	2	1	...	2	...
6	Futtehpore, ...	6	1	...	1	3	1	...	...
7	Ghazipore, ...	6	...	2	1	1	2	...	...
8	Goruckpore, ...	5	3	...	...	2	...	...	...
9	Jounpore, ...	5	...	5	...	...	...	...	...
10	Mirzapore, ...	3	2	...	1	...	...	...	...
	Total, ...	53	8	9	11	13	6	5	1

AJMERE CIRCLE.

73. Twelve out of the eighteen schools under the Inspector are reported to have improved during the year, and the total number of boys—*viz.*, 662 (*viz.*, nearly 37 boys per school)—exceeds the registration of last year by twelve. The Inspector examined some 88 per cent. of these boys himself, and his report contains many very favourable notices of visits made by gentlemen not in the Department, some of whom, from previous experience of the schools, can give an opinion as to actual progress.

74. The Inspector's table of progress, with remarks on points of interest during the year, is given below.

"I trust that the remarks I have to make personally upon the Tahsili Schools, coupled with the testimony borne to their general progress by the gentlemen who were kind enough to inspect them as opportunity offered at my request, will be found to justify their classification as below :—

Name of Zillah.	Number of Schools.	STATE OF THE TAHSILI SCHOOLS AT THE TIME OF THE INSPECTOR'S VISIT, AS REGARDS										
		Instruction.							*Progress since last year.*			
		Very Good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Improved.	Slightly improved.	Not improved.	Fallen off.
Ajmere, ...	18	1	3	5	6	...	3	...	12	4	1	1

"The young men appointed to teacherships from the Normal Class here, failed in many instances to secure the respect and confidence of the village people, in consequence of their youth and inexperience; and it was found necessary to displace them gradually, and substitute others from Agra of higher general attainments and more steadiness of character. The effect in all cases has been to raise the character of the school, and create an interest in it on the part of the people, which it was not before thought deserving of.

"For the correction of the second evil,—that desultory attendance, with which again marriage processions have more to do than any other cause,—instructions were given to the Pundits to deal summarily with delinquents, and refuse them re-admission, without prior reference to the Inspector. It was hoped that the greater the obstacles in the way of their resuming their former position in the school, the more cautious would they be to offend; and the success of the measure has not been altogether inappreciable, though there is yet room for considerable amendment.

"With a view, moreover, to increase the usefulness of these schools, precise instructions were given the Deputy Inspectors to confine their visits to the villages adjacent to them, and encourage the inhabitants to avail themselves of the benefits placed within easy distance.

"The result of these instructions has been marked in some cases, the school becoming a centre of attraction to the boys around. Such villages as lay on the direct route from one school to another were visited in progress, and thus time and energies were economised. Eighteen schools—the full complement for the district—were open during the year, with a total in December of 662 boys on the rolls, of whom 587 were examined by me. The fees realized aggregated Rs. 375-8-0, and were devoted principally to the payment of assistant teachers, whose services were indispensable in some of the larger schools."

75. The subjoined paragraph from the Inspector's report concerning the school at *Khadera* is interesting in a general point of view :—

"Three of the Thakur's sons attend the school. He is himself a man of more various and extensive information than his fellow-chiefs, and his experience of the outer world enabled him to take a more intelligent view of many questions than I had yet heard expressed, especially of female education—a subject which he introduced himself.

"Three things impressed him, he remarked, more than others, of the sincere wish of Government to ameliorate the condition of the people: the extension of education, the construction of railways and roads, and the absolute protection from anything approaching to insult afforded the wives of their subjects.

"The last point he dwelt upon with peculiar emphasis,—contrasting Mahomedan rule with British rule in this particular. I received a promise from him that he should send the eldest of the three lads to the Ajmere School, but he has evidently been deterred by his *kamdars*. Of his subserviency to popular prejudice, and of his own ignorance, he gave a striking illustration. For five years, he said, he had almost been bedridden from the effects of a serious accident he had met with, to which the injured limb bore sad testimony; and, in reply to my expression of concern that he had not immediately sought surgical aid, observed that, though he had gone to Ajmere with the fixed intention to seek it, he had been dissuaded from doing so by the statement of the people about him that the English doctor's sole remedy would be amputation!"

Kumaon and Gurhwal Circle.

76. The Inspector, Captain Garden, having only recently joined (November last), has not entered into detail in his account of the schools; and his report is without the Attendance and other Tables prepared by the Inspectors of the major circles. Nor has he furnished any detailed information with respect to the Halkabandi Schools in Gurhwal.

77. He has visited the majority of the Tahsili Schools, and reports in general terms as to their general condition, as follows :—

"Having assumed charge of my office for the first time in November, 1867, my estimate of the progress or retrogression of the various schools has been in many cases not formed from actual personal observation; but has been dependent, in a great measure, necessarily on the reports made by my predecessor, Major Smyth, and those of the Deputy and Sub-Deputy Inspectors.

"I have carefully compared the reports made by those officers on the schools I have myself had the opportunity to inspect with the notes and remarks I made at the time of inspection, and am thus able to speak decidedly as to their condition. The report I have drawn up on those schools up to the present time not visited by me, has been collated and compiled entirely from the reports and returns sent in at various times during the past year by the Deputy and Sub-Deputy Inspectors and Masters.

"I observed that the state of discipline in the majority of the schools I visited was to a certain degree lax, and susceptible of improvement. I do not by this intend to convey the idea that I found the scholars insubordinate or generally disobedient, for the reverse is the case; but the teachers do not, as a rule, take sufficient care to prevent noise and talking during study in their various classes.

"There is a great tendency on the part of the teachers to promote boys too rapidly from junior to senior classes. This is a great fault, as of necessity the groundwork of education of scholars thus promoted must be more or less incomplete. I have also endeavoured to impress on the teachers the necessity that they should inculcate and insist on a certain amount of cleanliness in the persons of their pupils. Unless seen, it would be almost impossible to conceive in what a filthy and disgustingly-dirty condition I found some of the children attending the schools to be in, more particularly in Gurhwal.

"Time, example on the part of the teachers, and great patience, are of necessity requisite to effect a change for the better in this respect; for the parents of the children, being quite inured to the sight, are utterly indifferent as to the state of their sons' persons and clothing. I am glad, however, to be able to report that I have already, in those schools I have visited more than once, been able, even in the short time I have held office, to discern a decided improvement."

(3) Schools of the Lower Class.

II.—Halkabandi Schools.

78. The following table gives a detailed view of the total given in the statement of paragraph 30, and compares the attendance with last year :—

Circles.	1866-67.			1867-68.		
	Number of Schools.	Number on Roll.	Average attendance.	Number of Schools.	Number on Roll.	Average attendance.
1st Circle, ...	823	27,151	21,866	835	27,200	21,972
2nd "	1,110	31,580	30,453·78	999	29,325	26,268·46
3rd "	1,228	40,608	30,836 87	1,207	39,799	32,289·04
Gurhwal, ...	41	1,412	947	41	1,502	875
Total, ...	3,202	1,00,751	84,103·65	3,082	97,826	79,404·50

79. The decrease in schools and scholars has already been considered in paragraph 31. I now therefore proceed to notice the schools, circle by circle.

1st Circle.

The first remark which occurs with reference to the Halkabandi Schools of the 1st Circle, is the fact that the Officiating Inspector found it impossible to examine all the schools. When he left the Department in March last, the Assistant Inspector who relieved him saw much of what was left; but two hundred schools have not been examined by the superior officers. They have been seen and reported upon by the Deputies.

The second remark is, that an increase in the number of schools and scholars is reported. The expenditure is still below the mark, and it will be possible, as the teachers improve, not only to raise the scale of pay—which was regarded by Mr. Howell, whose opinion, as a District Officer, is entitled to consideration, as perniciously low—but also to increase the number of schools. The scale of pay is low undoubtedly; but the poor capacities of the teachers available at present are *generally* fairly remunerated, and a popular teacher's income is enlarged by gifts from the villagers. Moreover, the question much depends upon the kind of school which we wish to support by the Cess Funds. Mr. Howell looks for considerable attainments in Science and Language; and I see the 3rd Circle prides itself on having raised many of the schools to the Tahsili standard. This latter is, I think, a fair object of ambition, with necessary simplifications in the subjects taught,—such as Geometry, reduced to the more practical form of Mensuration; and Arithmetic, taught rather with the object of being practically useful, than as leading to the higher study of Algebra. The Vernacular, too, should be the only language taught, whereas, in Tahsili Schools, Persian is acquired in the upper classes of Urdu Schools.

80. I now quote the remarks made by Mr. Howell as Officiating Inspector, as well as those recorded by Mr. Rogers, the Assistant, who shows that he appreciates the objects and difficulties of the schools very fairly, considering the short experience he has had of their working.

Mr. Howell says :—

"As a general rule, small progress had been made in Geometry and Algebra; but in the Aligurh District, the Fifth Classes of the Mursan School, in the Hattras Tahsil, and of the Jawar School, in the Iglas Tahsil, had read eleven books of Euclid :* no school had advanced beyond Quadratic Equations, and very few had reached that limit. The remarks made on Tahsili Schools about the style of reading in Urdu and Hindi are equally applied to the Village Schools.

"Much improvement might be made in these schools if the standard of the teachers were raised. For this end two conditions are requisite,—a suitable scale of remuneration, and an efficient system of training. A general advance in the salaries of teachers has been made this year, and the subject is still under consideration."

81. Mr. Rogers adds to the above the remarks which follow :—

"On the general state of the schools examined by me, if we consider them as elementary schools, there is every reason to be satisfied, although a large proportion is classed as fair or middling. I think that this arises from the very nature of the case, and not from any fault or neglect of the teachers or pupils. A very large number of boys, either perfectly ignorant or knowing next to nothing, are caught young, and handed over to teachers who are no very great scholars themselves, I therefore think that, when a large portion of these boys can read and write tolerably, we have every reason to be satisfied; and, when we look upon the picked few in each school who know more or less of History, Geography, and Grammar, we have every reason to be pleased. Again, it often happens that a Master has a taste for one subject in preference to another, or perhaps a better knowledge of that subject; so thus the boys of a certain school may be very good in one or two subjects and fail in others. In this case, which is a common one, the school is necessarily classed as fair or middling. Again, a school that passes a satisfactory examination in everything, without being particularly good or bad in any one subject, would also be classified as fair or middling. Lastly, there are more fair and middling boys in the world than very good or very bad ones. For the above reasons, I consider that it is a natural consequence, and one not much to be deplored, that so large a number should be classed as fair and middling. I think that measures ought to be taken for improving the schools in

* That is, the usual course,—*viz.*, the first six books and the eleventh.—*D. P. I.*

Arithmetic. In my examinations, I usually set easy sums, and it rarely occurred that more than half of the answers were correct. The boys generally seem to take a pride in their writing and maps, and, on the whole, they are very satisfactory. I think, however, that some of the time that is generally spent on drawing maps might advantageously be given up to Arithmetic. Although the maps are very neat, the boys have little idea of what they are meant to represent; consequently, they are full of inaccuracies: rivers break off suddenly in one place to re-appear a few miles further on; the coast-lines are either accurately traced, or are an assemblage of fanciful curves; and the position of any particular place is found by letting the hand hover over the maps, and then come down with a swoop; or the boy remarks, 'It is not written down.' I therefore think that much of the time given up to the manual labour of making maps might be given up to Arithmetic."

82. The tables now given are descriptive of the attendance, and of the examination, so far as it went. This, unfortunately, is not far enough to make the preparation of a Progress Table possible.

(1) *Summary of Attendance Table.*

Zillahs.	No. of Schools.	In each Class in 1867-68.							Total.
		1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
Aligarh, ...	99	1,933	709	427	191	...	...	...	3,260
Bulandshahr, ...	112	1,937	967	552	343	...	...	...	3,799
Meerutt, ...	144	3,466	822	379	180	17	16	5	4,885
Mozuffernugar, ...	104	123	386	709	2,161	...	...	...	3,379
Saharunpore, ...	99	1,837	714	313	180	...	...	...	3,044
Dehra Doon, ...	3	53	24	12	6	...	...	...	95
Total, ...	561	9,349	3,622	2,392	3,061	17	16	5	18,462
Bareilly, ...	6	107	35	19	3	...	...	...	164
Budaon, ...	87	1,752	578	249	88	...	...	...	2,667
Bijnour, ...	...	...	...	...	...	...	...	...	...
Moradabad, ...	74	1,368	725	286	70	...	...	...	2,449
Shahjahanpore, ...	107	2,172	760	396	130	...	...	...	3,458
Total, ...	274	5,399	2,098	950	291	...	...	...	8,738
Grand Total, ...	835	14,748	5,720	3,342	3,352	17	16	5	27,200
In 1866-67, ...	826	16,590	6,074	3,087	1,400	...	...	...	27,151
Increase or Decrease,...	+9	−1,842	−354	+255	+1,952	+17	+16	+5	+49

(2) *Examination Table.*

Numbers.	Districts.	Number of Schools.	Number of boys on the Register.	Present at Examination.	Number of Schools not examined.	Number of Boys in each Class.							Number of Prizes obtained in each Class.							Total number of Prizes.
						1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	
1	Aligarh, ...	99	3,470	2,004	7	2,129	791	373	136	41	...	...	19	22	40	18	11	...	...	110
2	Bulandshahr, ...	112	3,762	3,047	1	1,926	994	540	255	46	...	...	...	18	47	29	29	...	...	123
3	Meerutt, ...	144	2,148	1,734	78	1,636	317	108	41	10	12	24	207	104	45	31	...	...	...	387
4	Mozuffernugar, ...	104	3,319	2,891	11	2,113	710	372	124	...	...	...	...	...	...	...	...	...	...	331
5	Saharanpore, ...	99	716	716	72	404	182	79	40	9	2	...	3	23	21	21	...	...	...	68
6	Dehra Doon, ...	3	54	45	1	20	21	11	2	...	...	...	...	3	4	2	...	...	...	9
7	Bareilly, ...	6	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Budaon, ...	87	2,032	1,615	10	1,093	646	212	81	...	...	...	3	28	23	17	...	...	...	71
9	Bijnour, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	Moradabad, ...	74	2,332	1,726	7	1,324	681	266	58	3	...	...	...	32	32	15	2	...	...	81
11	Shahjahanpore, ...	107	3,287	2,401	9	2,005	765	379	138	...	...	...	...	27	36	37	...	...	...	100
	Total, ...	835	21,120	15,179	202	12,650	5,107	2,340	876	109	14	24	232	257	248	170	42	...	...	1,280

2nd Circle.

83. Paragraph 31, above, explains the reason of the decrease in schools and scholars, which the Inspector recently appointed has reported, and need not now claim further attention.

84. Mr. Lloyd remarks as follows:—

"Of the 999 existing schools, 24 only have not been inspected either by myself or the Assistant Inspector. For the non-inspection of 14 of these I am responsible; the remaining 10 failed to meet the Assistant Inspector. It is right to mention that schools opened after the Inspecting Officers have passed beyond the different districts are included among these uninspected schools. The registers of the 975 examined schools contained the names of 30,072 pupils—many more, no doubt, than really take advantage of the schools. The number of boys, little and big, who actually presented themselves for examination, was 22,420; or nearly 75 per cent. of the whole number enrolled. Among this multitude 14,592 prizes were distributed, being at the rate of about 15 prizes for each school. The mere diffusion of useful books which this implies is not the least of the benefits which these annual visits confer.

"In the judgment of the Inspecting Officers, 72 of the examined schools fully and efficiently impart the instruction contemplated in the course of studies laid down. These are denominated 'good' schools. There are 152 others, where the studies, though less complete, have been fairly mastered, and where the teaching, so far as it goes, has been careful and satisfactory. The 'middling' schools, 298 in number, are those where as yet little beyond simple reading and writing, and the elements of Arithmetic, has been attempted, but where a good proportion of the boys have acquired thus much. As the chief design of Village Schools is to furnish just this amount of knowledge, few agriculturists' children having time for more, it is encouraging to find that more than half the schools have already reached or are above this useful standard. The number of inferior schools is still very large—322; but it must be borne in mind that among them are included schools still upon their trial,—schools which, from the sickness of the teachers or other adverse circumstances, have been closed during some months of the year; and schools which appeared at inspection much worse than they really are, by the best pupils being prevented from attending. Only 13 per cent. of the schools are condemned for intrinsic badness—a percentage less by two than the returns of last year show, and no unreasonable result, as it seems to me, if the difficulties of inspection, the low rate of teachers' pay, and, above all, the untamed character of village life, be fairly taken into the account.

"The following three statements are those usually returned to illustrate the state of Halkabandi Schools. The second of the three is incomplete, as the Assistant Inspector has not given any account beyond the actual state in which he found the school. The class attendance here, as in Tahsili Schools, is that taken at time of inspection."

(1) *Attendance Table of Halqabandi Schools.*

Districts.	Number of Schools at the end of the year.	Number of Scholars on the Register at the end of the year.	Number of Schools examined.	Number of Scholars on the Register at the time of Examination.	Number of Scholars present at Examination in each Class. I.	II.	III.	IV.	Total number of Scholars present at Examination.
1. Agra, ...	191	5,167	182	5,089	2,824	1,010	276	65	4,175
2. Muthra, ...	153	3,887	164	4,097	2,184	918	273	11	2,386
3. Etah, ...	85	2,813	83	2,752	1,606	530	174	17	2,327
4. Etawah, ...	119	3,215	116	3,303	1,496	586	201	20	2,303
5. Furrukhabad, ...	40	1,726	33	2,001	729	209	110	27	1,075
6. Mynpoori, ...	129	3,771	125	3,780	2,024	747	171	32	2,974
Total, ...	717	20,579	703	21,022	12,663	4,000	1,205	172	16,240
In 1866-67, ...	801	22,310	765	21,961	10,791	3,661	1,118	207	15,777
Increase or decrease, ...	−84	−1,731	−62	−939	+1,872	+339	+87	−35	+463
7. Cawnpore, ...	82	2,563	79	2,478	1,264	432	131	18	1,845
8. Hamirpore, ...	62	1,699	58	2,639	931	216	67	7	1,221
9. Jaloun, ...	58	2,128	56	1,521	907	213	42	...	1,162
10. Jhansi, ...	55	1,719	55	1,756	1,122	251	34	...	1,407
11. Lallatpore, ...	25	637	24	656	460	76	9	...	545
Total, ...	282	8,746	272	9,050	4,684	1,188	283	25	6,180
In 1866-67, ...	309	9,270	300	8,769	5,082	1,274	291	35	6,682
Increase or decrease, ...	−27	−524	−28	+281	−398	−86	−8	−10	−502
Grand Total for 1866-67, ...	999	29,325	975	30,072	17,347	5,188	1,488	197	22,420
Grand Total for 1866-67, ...	1,110	31,580	1,065	30,730	15,873	4,935	1,409	242	22,459
Total Increase or Decrease, ...	−111	−2,255	−90	−658	+1,474	+253	+79	−45	−39

(2) *Examination Table of Halqabandi Schools.*

Number.	Districts.	Number of Halqabandi Schools.	Number of Boys on the Register.	Present at Examination.	Number of Schools not examined.	Number of Boys in each Class.				Number of Prizes obtained in each Class.				Total number of Prizes.
						1st.	2nd.	3rd.	4th.	1st.	2nd.	3rd.	4th.	
1	Agra, ...	182	5,089	4,175	14 in different districts.	2,824	1,010	276	65	1,144½	1,228	330¼	88½	2,791¼
2	Muthra, ...	164	4,097	3,386		2,184	918	273	11	989	1,289½	323	18	2,619½
3	Etah, ...	63	2,752	2,327		1,606	530	174	17	485½	519¼	182½	19½	1,206¾
4	Etawah, ...	116	3,303	2,303		1,496	586	201	20	192½	345½	142½	22½	703
5	Furrukhabad, ...	33	2,001	1,075		729	209	110	27	197½	171½	116	61	546
6	Mynpoori, ...	125	3,780	2,974		2,024	747	171	32	600½	735	161¼	38½	1,535¼
	Total, ...	703	21,022	16,240	14	12,663	4,000	1,205	172	3,609½	4,288¾	1,255½	248	9,401¾
7	Cawnpore, ...	79	2,478	1,845	10 in different districts.	1,264	432	131	18	811	654½	306	31½	1,803
8	Hamirpore, ...	58	2,639	1,221		931	216	67	7	540	282½	115½	17	955
9	Jaloun, ...	56	1,521	1,162		907	213	42	...	391	277	64	...	732
10	Jhansi, ...	55	1,756	1,407		1,122	251	34	...	783	423	76½	...	1,282½
11	Lallatpore, ...	24	656	545		460	76	9	...	272	129	17	...	418
	Total, ...	272	9,050	6,180	10	4,684	1,188	283	25	2,797	1,766	579	48½	5,190
	Grand Total, ...	975	30,072	22,420	24	17,347	5,188	1,488	197	6,406½	6,054¾	1,834½	296½	14,592¼

(3) *Progress Table of Halqabandi Schools.*

Districts.	Number of Schools.	State of Schools at the time of Inspector's or Assistant Inspector's visit, as regards Instruction.						Progress since last year.				
		Good.	Fair.	Middling.	Inferior.	Bad.	Very bad.	Improved.	Slightly better.	Not improved.	Fallen off.	Schools, new or not examined, or of which the state last year is not known.
Agra, ...	182	11	39	60	63	6	3	36	10	53	63	20
Muthra, ...	164	13	15	36	54	30	16	31	29	63	41	...
Etah, ...	83	4	22	36	17	2	2	25	16	14	11	17
Etawah, ...	116	...	14	36	43	19	4	11	6	37	38	24
Furrukhabad, ...	33	4	6	10	12	1	...	7	3	15	4	4
Mynpoori, ...	125	8	22	49	39	7	...	31	23	34	28	9
Total, ...	703	40	118	227	228	65	25	141	87	216	185	74
Cawnpore, ...	79	19	3	22	24	10	1	...	...	...	...	...
Hamirpore, ...	58	3	7	16	19	13	...	...	...	...	...	...
Jaloun, ...	56	1	9	15	19	8	4	...	...	...	...	...
Jhansi, ...	55	5	9	12	24	5	...	...	...	...	...	...
Lallatpore, ...	24	4	6	6	8	...	...	...	...	...	...	...
Total, ...	272	32	34	71	94	36	5	...	...	...	...	...
Grand Total, ...	975	72	152	298	322	101	30	141	87	216	185	74

3rd Circle.

86. I had the pleasure of inspecting, myself, during the progress of an interesting tour in company with the Joint Inspector, 1,342 of the Village Schools of this Circle, which brought up 12,740 boys before me, including the boys from the Tahsili Schools. I am happy to pronounce favourably of the state of the schools, remarking that improvement since my former inspection of the same area was distinctly attributable. My examination was confined chiefly to reading; writing from dictation a vernacular passage of ordinary difficulty from a book to which the boys were new, or from a newspaper; and to Arithmetic. The upper classes were also questioned in Geometry, History, and Geography, and in the former subject were sometimes caused to write out the propositions on their slates—a novelty to them, and considered to be a very difficult method of examination. I was pleased with the writing from dictation. The slates and papers of the majority were read by myself; and no single boy was passed for reward who did not write and spell both neatly and correctly. Generally, a good half of the exercises were worthy of reward—a result which contrasts favourably with the records of school inspection in England.* The marvellously good behaviour of the boys is a curious feature at these examinations. My largest assembly was 1,200 at one place. The boys were commonly seated, class by class, in rows under the shade of the trees, with placards, denoting the classes and numbers, posted where necessary. The teachers sat in sets at a distance, with registers and remark-books for inspection, and the Native Inspecting Staff, with others told off for the purpose, collected the slates and papers when ready, and helped in the dictation and proclamation (for I can call it

* Much that is amusing occurs during these examinations. While a passage in Hindi was being dictated one day, I happened to call the "Deputy Inspector." This well-known title was afterwards found to be interpolated in the text of a large number of the exercises.—*Director, P. I.*

nothing else) of the questions. The order and silence preserved were all but perfect, and the arrangements everywhere most creditable to the Joint Inspector and his assistants. Good humour and sunshine prevailed, and though the examination often lasted the greater part of the day, the patience of all held out. In Arithmetic, I found a smaller proportion of correct answers; but time did not permit of more than two sums being given to each class, so that a mistake in taking down the figures, or a small oversight, would affect the results seriously as a test of proficiency. In conducting this part of the examination, I adopted the plan of giving *every other* boy in the same class a different question—a matter which is effected, with a little patience and management, by the alteration of a single figure in the question proposed. This was an attempt to avoid the inevitable copying which has proved so puzzling in the examination of the large groups of native boys collected. The boys *will* copy. A boy who could do a sum perfectly right by himself in the corner, cannot avoid copying from a neighbour when he is placed in a row; and if the neighbour is wrong, he copies his mistake. Sometimes a boy will copy from both his neighbours; and when it is remembered that all are ready to copy, the confusion thus produced in the arithmetic is inconceivable. Even with the plan of different questions, many lads brought up the answers of their neighbours' sums. It was too strong a temptation to a lad who saw his two neighbours' results assimilate, not to adopt their answer sometimes. I think by this method I arrived at a tolerably accurate estimate of the number of boys who could cypher on their own account. The sums set were invariably in *five* sets,—*viz.*, decimals, vulgar fractions, single and double rule of three, division, and multiplication. At the end of the examination in each subject, the names of the boys whose slates were right were proclaimed aloud, with the names of their schools;—a proceeding which was intended to inform the bystanders and relations of the boys, many of whom came long distances, of the progress of the examination.

87. The Inspector's remarks on the condition of the Halqabandi Schools in the 3rd Circle are given below. He appeals to my opinion as respects the difference between these Schools and Tahsili Schools in the Circle. I readily agree to their approximation in point of proficiency; for, as I before observed, the Tahsili Schools in the Circle, though frequently good, rank only as *fair* in comparison with some of the schools in the Agra and Meerut Divisions. The class system of Halqabandi Schools in the 1st and 2nd Circles differs from that in the 3rd Circle. The schools in the former are divided into four classes, of which the fourth is the highest.

88.—

"The great peculiarity in this circle to be noticed is the *status* of the Halqabandi Schools raised to that of the Tahsili. They have the same classes and the same course of studies in both; and the 1,207 Halqabandi Schools of this circle may be regarded as so many Tahsili Schools. Some fifteen thousand* boys belonging to these Halqabandi Schools have been examined by you personally for weeks and weeks during the last cold weather, side by side with Tahsili boys; and I leave it to you to say if any difference was found in the standard of education. In my opinion, if there was any difference, perhaps it was in favour of the Halqabandi The number of prizes awarded to them by you, as noted in the margin, will show this to a certain extent In other circles, they have in their Halqabandi Schools only the lower four of our seven classes

* For Writing by Dictation,	... 1,865
Reading and Explanation,	... 1,727
Arithmetic,	... 1,248
Geometry,	... 87
History and Geography,	... 487
Drawing,	... 6
Total,	... 5,420

"We have 1,397 boys in our upper three classes, and 2,999 in the fourth. I do not insist on the boys of the last class, who are generally very young and mere beginners, coming away far from their villages to be examined; so we had 50 per cent. of boys of the upper six classes present at the time of examination, when only 32 per cent. of the last class made their appearance. Copy of the scheme of studies is appended herewith, marked B.

"We have no halls to examine these boys in. They are collected from different schools, and examined in the open air, under the shade of trees, if available; and thus we can do little with them in the hot and rainy seasons.

* My own estimate of the number, given in the preceding para, is probably correct.—M.K.

"I do not pretend to say that our Halqabandi Schools are models of perfection. It is not seldom that we enter a village, fully expecting to find a school there in good order, well attended, and most flourishing, but are doomed only to the sad disappointment of hearing of the teacher's long absence, and find no vestige of the school left; or meet half a dozen urchins dozing under a tree, or in a wretched hovel, before a more sleepy teacher, with dirty and torn Hindi primers lying scattered on the ground; or find the teacher more ignorant than the boys: but what has been done, what we are doing, and what we hope to do, can be appreciated only by those who know India and the Indians. We had suggested, at the time of the last census, taking down the number of those who can read and write; but the measure was not approved.

"We have now 1,207 schools of this denomination, in place of 1,228 of the last year; but next year we propose to have only 1,200. To maintain more we have no means. We have been called upon to contribute our quota towards the salary of the Inspectress from the Halqabandi Fund (School Cess), and we have to provide a large sum for building purposes.

"Of the 39,799 boys who attend these schools, 27,464 are agriculturists; and less than one-third—namely, 12,335—non-agriculturists. There is a decrease of 807 boys in the total since the last year; but this is not of much consequence. Average of boys per school is almost the same as last year Last year it was 33·65; this year it is 32·97: but the daily average attendance is reported to have improved from 75·93 to 81·13, which is rather a high percentage to be true for our Halqabandi Schools."

89. The following tables are given by the Inspector :—

(1) *Attendance Table.*

Number.	Districts.	Number of Schools.	Boys in each Class.							Total.
			1st.	2nd.	3rd.	4th.	5th.	6th	7th.	
1	Allahabad, ...	125	...	31	87	273	612	734	1,520	3,257
2	Azimgurh, ...	91	12	70	141	252	470	681	1,456	3,082
3	Banda, ..	179	...	9	69	442	644	871	1,694	3,729
4	Benares, ...	75	...	49	56	136	378	550	1,126	2,295
5	Bustee, ...	160	4	11	87	296	712	1,027	3,498	5,635
6	Futtehpore, ...	71	...	26	89	248	321	801	960	2,445
7	Ghazipore, ...	100	20	40	75	135	432	723	1,122	2,547
8	Goruckpore, ...	201	20	33	186	566	1,296	3,024	5,818	10,943
9	Jounpore, ...	101	9	64	131	335	465	616	1,413	3,033
10	Mirzapore, ...	104	...	15	63	316.	603	642	1,194	2,833
	Total, ...	1,207	65	348	984	2,999	5,933	9,669	19,801	39,799

(2) *Examination Table.*

Number.	Districts.	No. of H.B. Schools examined.	Not examined.	Boys on Roll.	Boys in each class present at Examination.								Number of Prizes obtained in each Class.							
					1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	Total.
1	Allahabad,	125	...	3,159	...	5	62	199	510	465	563	1,804	...	...	42	172	256	121	116	707
2	Azimgurh,	85	6	2,446	11	73	111	223	323	353	602	1,696	13	52	59	156	84	71	55	490
3	Banda,	138	41	3,132	...	6	36	169	390	354	496	1,457	...	9	56	116	210	122	67	580
4	Benares, }	114	65	3,374	...	3	35	193	442	577	682	1,932	...	...	53	166	168	117	139	643
5	Mirzapore, }																			
6	Bustee,	96	64	2,969	...	8	34	135	305	352	767	1,601	5	27	24	89	82	91	118	436
7	Futtehpore,	71	.	1,937	...	...	36	85	216	312	728	1,377	...	...	31	45	102	150	231	559
8	Ghazipore,	58	42	1,494	6	26	47	112	225	222	265	903	5	32	55	59	81	61	54	347
9	Goruckpore,	151	50	5,864	13	24	130	362	639	834	1682	3,684	22	29	146	234	202	182	201	1016
10	Jounpore,	91	10	2,784	7	50	93	253	323	416	640	1,782	6	34	34	162	112	95	189	632
	Total,	929	278	27,159	37	195	584	1731	3373	3885	6425	16,230	51	183	500	1199	1297	1010	1170	1054

(3) *Progress Statement.*

Number.	Districts.	Number of Schools.	State of Schools at the Inspector's Visit.						
			Very Good.	Good.	Fair.	Middling.	Inferior.	Bad.	Very Bad.
1	Allahabad, ...	125	12	40	50	8	6	6	3
2	Azimgurh, ...	91	20	25	30	6	5	3	2
3	Banda, ...	179	8	20	62	40	30	10	9
4	Benares, ...	75	10	15	25	8	7	6	4
5	Bustee, ...	160	20	30	50	20	15	13	12
6	Futtehpore, ...	71	7	10	30	13	6	3	2
7	Ghazipore, ...	100	8	15	27	20	15	8	7
8	Goruckpore, ...	201	30	70	60	20	9	8	4
9	Jounpore, ...	101	10	25	50	6	5	3	2
10	Mirzapore, ...	104	8	20	25	15	14	13	9
	Total, ...	1,207	133	270	409	156	112	73	54

90. As regards buildings, the Inspector notices the erection of a good class of school-house in Banda, under the orders of Mr. Sandys. The plan is simple, and promises to answer the purpose.

"About Rs. 20,000 from the Halqabandi Fund were allotted this year for building purposes. This is the work in which we need most of all an earnestly helping hand. Mr. Sandys is just now engaged in building very cheap and yet substantial school-houses in his district, Banda, out of Rs. 10,000 allotted last year for the purpose. A plan of the building is enclosed herewith, forming Appendix C. The cost is estimated not to exceed Rs. 666. The building is to be all *pucka*, and no timber is to be used throughout. The beauty of the building is that, when the boys increase and more accommodation is required, we can easily double the building at once, as shown in Appendix D."

(4) *Female Schools.*

91. A step of considerable importance was taken during the year, in the appointment of an Inspectress, as a tentative measure. This lady commenced her tour of inspection in January, accompanied by her husband in the capacity of an Assistant Inspector of Schools. Her visits were confined chiefly to the Agra and Benares Circles; and the following extract from Mr. Graves' report describes the condition of the schools under Government.

91*a*.—

"1. *Agra Government Normal School.*—On the occasion of the Inspectress's visit there were eighteen pupils on the rolls, of whom sixteen were present—six in the first, four in the second, and six in the third class. Their reading was generally good, and explanations of words and expressions were very fairly rendered. A sum in the rule of three was given to the third or highest class, and the result worked out readily and accurately,—though, as might be expected, there was a want of neatness in their method of working. In Geography, their answers were given quickly and correctly; but it was very rarely they could at once place their fingers on the city or town they were required to point out. This, however, Mrs. Graves thinks, may have arisen from nervousness, as both teachers and pupils were very shy and timid, and it was with the greatest difficulty she could persuade them to speak above a whisper. Such specimens of embroidery, &c., as were shown, were very neatly done; but, in the opinion of the Inspectress, it would have been more satisfactory to have seen plain needlework, and that done in her presence. I trust that her suggestions to the different Deputy Inspectors will be attended with good effect, and that next cold season we may see that more attention has been paid to this important branch of female education. On the whole, Mrs. Graves was much pleased with the general proficiency of the women in their studies, and the cleanliness and neatness of the school-house and arrangements. The late Inspector of Schools, 2nd Circle, in reporting on the establishment of this school, or rather on its removal from Beri to Agra, remarks,—'The progress of this institution is watched with some anxiety.' Two years and upwards have elapsed since these words were penned, and though the progress has not, perhaps, been as great as could have been desired, yet the result of Mrs. Graves' inspection and the increased attendance show that considerable improvement has been effected in the state of the school, and that its progress, if not rapid, has at least been steady."

91*b*.—

"2. *Neel Kuttra School.*—The girls in this school are all Mahomedans. Mrs. Graves found 15, out of 19 on the rolls, present. She remarks :—'The teacher appeared to have taken great pains with his pupils, who were reading the First Urdu Book, letters and simple words, such as names of places, months, &c.' Fair order was preserved in the school.

"3. *Durbar Shahji School.*—This also is a Musalmani school. The result of Mrs. Graves' inspection and examination was by no means favorable to the teaching agency. A great portion of *Dharm Singh* was committed to memory ; but the girls evidently understood nothing, and several of them could not read the simplest words taken at random from the book. One girl wrote well, the rest very poorly. There were 16 on the rolls, all of whom were present.

"4. *Nugla Kishen School.*—Seventeen girls in this school, of whom eleven were present—eight in the 1st and three in the 2nd class. The former were all very young, and were examined by myself. Four of them could read and write the alphabet, the rest were only beginning their letters. The three girls of the upper class were examined by Mrs. Graves, who remarks that 'the reading was good, but only one girl could write easy words.' All the girls were clean and neat in appearance, and good order was maintained. The building is a suitable one, and, what is rather unusual, there is a clock in the school-room.

"5. *Vazirpura School.*—Eleven out of fifteen girls were present at the time of the examination,—six in the Upper and five in the Lower Class. The former could read and write well ; the latter were beginners. Map-teaching did not appear to have been introduced, though I saw from the *Kafiat* Book that Dr. Anderson had more than once directed the attention of the teacher to this branch of instruction.

"6. *Syud Khan-ki-Mundi.*—There does not appear to have been any increase in the numbers of this school since 1866. It was satisfactory to notice, however, that all whose names were on the register—20 in number—were present when the Inspectress visited it. Of the state of instruction Mrs. Graves cannot speak favorably. 'Those girls,' she remarks, 'who could read *Dharm Singh*, read without understanding ; and many who said they could read it were not only unable to do so, but could scarcely read the First Urdu Book (*Tashree-ul-Huruf*).' The girls were not properly classified, and no order was maintained in the school. The Inspectress found in this school (a Musalmani one) four Christian girls learning Urdu. One of them, named Catherine Cray, an intelligent girl, who possessed a very fair knowledge of Urdu, and could read and write English, expressed a wish to become a teacher. If she be a girl of good character, her services might be engaged for one of the Normal Schools at first as an assistant teacher.

"7. *Kummu Tola School.*—This, too, is a Musalmani school. Sixteen girls out of twenty were present—five in the Upper and eleven in the Lower Class. The former were examined in reading and writing by Mrs. Graves, who was much pleased with them. The Lower Class, too, had been carefully taught. Mrs. Graves remarks:—'The specimens of knitting shown me were fairly done.' The teacher deserves credit for the pains she has taken with her pupils, and the Inspectress recommends that she be allowed as a reward Rs. 2 for house-rent, which she at present pays out of her salary.

"8. *Chhipi Tola School.*—Eighteen girls on the rolls, of whom sixteen were present—eleven in the Upper and five in the Lower Class. None of the latter knew the alphabet, though they had been taught upwards of a month. The Inspectress, who examined the higher class in an inner room, remarks :—'Three girls had read the *Baran Mala* ; the remaining eight knew the alphabet only. Their spelling and writing were not good.' The discipline was very irregular.

"9 *Rawul Parah School.*—The names of fifteen girls were on the register, but only eleven were present at the examination. The state of the school is altogether very inferior. It was established fourteen months ago, but Mrs. Graves found that the girls were only learning to read and write the alphabet.

"10. *Paya Choki School.*—The Inspectress, on the occasion of her visit, found eleven girls, out of fifteen whose names were on the register, present. Mrs. Graves remarks:—'This was a most unsatisfactory visit. For some time the teacher would pay no attention to me, harping on the smallness of her pay; and when, after a deal of trouble, I began to examine the girls, she would keep prompting them.' Their reading and writing were very indifferent ; but Mrs. Graves thinks the girls would have done much better if the teacher had left them alone. The school-house was in a most filthy state.

"11. The following table shows the number of Government Schools visited by the Inspectress in Agra, the number of pupils on the register, the number present at examination, and the state of each school :—

Number.	Name of School.	Number on the Register.	Number present at Examination.	State of School.	Remarks.
1	Female Normal School, ...	18	16	Satisfactory.	
2	Neel Kuttra ditto, ...	19	15	Ditto, ...	Musalmani.
3	Durbar Shahji ditto, ...	16	16	Unsatisfactory, ...	Ditto.
4	Nugla Kishen ditto, ...	17	11	Satisfactory.	
5	Vazirpura ditto, ...	15	11	Very satisfactory.	
6	Syud Khan-ki-Mundi, ...	20	20	Unsatisfactory, ...	Ditto.
7	Kummu Tola School, ...	18	16	Very satisfactory, ...	Ditto.
8	Chippi Tola ditto, ...	18	16	Unsatisfactory.	
9	Rawul Parah ditto, ...	15	11	Ditto.	
10	Paya Choki ditto, ...	15	11	Ditto.	Ditto.
	Total, ...	173	142		

91*c*.—

"With regard to these schools generally, the Inspectress remarks :—'It is satisfactory to know that so many girls have been, or are being, taught to read and write; that many of them know the simple rules of arithmetic, and have some knowledge of the use of a map. The specimens of baskets, mats, fans, &c., shown me as the work of the girls, were very neatly done; but I should have preferred seeing the girls making their own clothes, or those of their fathers and brothers. In some schools, I tried to teach the girls plain sewing, and found them anxious to learn.'

"From personal observation and enquiry, I fear the girls in the lowest class are greatly neglected by the teachers, who, finding three or four girls quicker and more intelligent than the rest, push them on as rapidly as possible to *Viddyankur* or *Guldasta-i-Akhlaq*, in order to show them off to the Inspecting Officer, while the majority of the pupils are left almost entirely to themselves.

91*d*.—

"*Allahabad*.—There is but one Girls' School in the city of Allahabad; and that, as I reported to you at the time, the Inspectress was not permitted to visit. It was supposed that the parents of the girls objected to their daughters being seen by an English lady; but the enquiries of the Inspector, 3rd Circle, elicited the fact that the real objector was the teacher, who had nothing to show. His dismissal from his post, will, I trust, act as a warning to other teachers who might be inclined to refuse to allow their schools to be inspected, under the plea that 'it would be an everlasting disgrace to the parents to have their daughters seen by any stranger.'"

91*e*.—

"*Benares*.(1.)—The Female Normal School was, as you are aware, removed from Futtehpore to Benares in May last.

"The Deputy Inspector, Babu Pria Nath Mittra, reports :—'In eight months the progress made by the pupils is very satisfactory. The course of studies adopted, according to the proposed scheme (with slight addition) printed in the Annual Report of 1862-63.' The school was recently examined by Babu Bhardeh Mokerjia, Joint Inspector, Lower Bengal, who, I am informed, made very favourable mention of it in his report to the Director of Public Instruction, Lower Provinces. I was not requested to enter this or any other Government Female School in Benares, so that the oral examinations of all the classes were conducted by the Inspectress, who found eight women present (out of ten on the register)—four in each class. Mrs. Graves remarks :—'The women in the Upper Class read well, and understood what they were reading; their writing was good, and all, except one, spelt correctly. They also answered questions in the Geography of India very readily.' I myself examined their sums, and found that they had a very fair knowledge of the first four rules of arithmetic. The reading of the Lower Classes is also stated by Mrs. Graves to have been good; but they had only commenced Arithmetic. The Inspectress also desired the Head-mistress to teach a class in her presence, and has much pleasure in bearing testimony to her excellent method of teaching. Her qualifications for the post are, in the opinion of Mrs. Graves, far superior to those of the teacher of the Agra Normal School.

"The specimens of embroidery were very neatly done, and those of plain needlework very fair for beginners."

91*f*.—

"(2.) *Berhampuri School*.—Thirty girls on the rolls, and twenty-five present at the examination. 'The girls in this school,' remarks the Inspectress, 'have been well taught. Though very young, they read and write better than many older girls in other schools.' The specimens of embroidery shown to Mrs. Graves as the work of the girls were (if really their own work) very creditable both to teacher and pupils.

"19. *Harabâgh School*.—Twelve girls were present—five in the Upper and seven in the Lower Class. Mrs. Graves considered the reading of the more advanced girls good, and their writing very fair. They could also work simple sums in addition. Those in the Lower Class were beginners. The girls looked clean and neat, and were quiet and orderly in behaviour.

"(3.) *Mansarobar School*.—Sixteen girls were present at the examination, but of these three only could read and write; the rest were learning their letters.

"(4.) *Jagatganj School*.—Twenty-five girls on the rolls, of whom twenty-four were present. Mrs. Graves remarks :—'Of these only one girl could read simple words; the rest were learning the alphabet.' The progress of the girls since the establishment of the school last year appears to have been very slow.

"These four schools have 91 girls on their registers, of whom 77 were present when they were inspected.

"(5.) *Bengali Tola School*.—The Inspectress was prevented from visiting this school by indisposition; so that the only information I am able to furnish regarding it is what I obtained from the Deputy Inspector.

"The number on the rolls is 26, and the average daily attendance 18. All the girls are Bengalees, and generally of good caste. Reading, writing, and arithmetic are taught. Regarding needlework, the Secretary says :—'For want of funds, it has been discontinued since one year. But I propose to employ a lady to teach needlework as soon as the grant-in-aid applied for is sanctioned.' An application for increased aid has, I believe, been already made to you through the Inspector of the Benares Circle. There has been a slight decrease in the number of schools in the Benares District during the past year. There were, according to the list furnished by the Inspector of the 3rd Circle, in 1866-67, eleven schools, giving instruction to 174 girls. There are now eight schools, with 158 scholars on the rolls, and an average attendance of 117. There is, however, much ground for encouragement and hope."

91*g*.—

"The announcement of the appointment of a Lady Inspectress was received at Benares by influential natives generally with great pleasure, and already a movement has been made towards opening new schools. The Deputy-Inspector of Schools writes :—'I beg to bring to your notice that Munshi Chote Lal, Sub-Deputy Inspector of Benares, has succeeded in raising subscriptions in several villages to open Girls' Schools under the Grant-in-aid Rules. The people are willing to subscribe and support Female Schools in their villages, in case they receive liberal aid. I have forwarded four applications to the Inspector for approval. I expect a few more soon. Some of these applications have come from influential quarters. Since your visit to Benares, I see a great difference in opinion among the people generally; the influential class now seem willing to come forward publicly to support the cause of female education.'

"Babu Pria Nath Mittra and Russik Lal Mittra, Deputy Inspectors of Benares and Futtehpore respectively, take a great interest in all matters connected with native female education, and I am indebted to them for much interesting information, and many useful suggestions regarding Girls' Schools in general."

91*h*.—

"(1.) *Aligurh Female Normal School.*—This elementary training school was established in May last. At the time the Inspectress visited it there were then ten women on the rolls, of whom nine were present—one in the Upper and eight in the Lower Class The former was examined by Mrs. Graves, who remarks .—'She read from *Viddyankur* fairly, wrote an easy fable which I dictated to her, and worked several sums in addition quickly and correctly. She also seemed well acquainted with the map of the Aligurh District.'

"The women in the Lower Class could read easy words, but appear to have learnt nothing else. No needlework had been taught. The assistant teacher was absent on leave at the time of the inspection. On the whole, I am of opinion that the progress of the Lower Class, considering that the school had been in existence for ten months when inspected, cannot be regarded as satisfactory."

91*j*.—

"(2.) *Coel Girls' School.*—Twenty-eight girls on the rolls of this school, of whom twenty-four were present; all but one seen by myself, as well as by the Inspectress. The only girl in the third or highest class read *Viddyankur* fluently. Her writing was good, spelling fair, and several sums in addition given her by Mrs. Graves were worked out neatly and correctly. Her knowledge of the map of the North-Western Provinces was also very fair. The only girl in the second class could read, write, and spell tolerably well, and was well up in the map of the zillah. She also worked simple sums in addition. The lowest class, consisting of 22 girls, were learning the alphabet. The attendance, judging from the register, which had been neatly kept, appeared to have been generally good. The statement furnished by the Officiating Inspector of the 1st Circle, and published in your last Annual Report, showed a decrease of eleven schools and 225 scholars in the Aligurh District during 1866-67. There has been, I regret to find, a still further decrease during the present year; there being now 30 schools, giving instruction to 564 scholars, instead of the 39 of last year, which gave instruction to 757 scholars.

"Whatever may be the cause or causes of the decrease, it has certainly not been owing to any want of zeal or energy on the part of Pundit Gopal Singh, whose recent transfer to Shahjehanpore, though a gain to himself, and probably to the institution to which he has been appointed, is regarded as a great loss to Aligurh."

91*k*.—

"*Bareilly.*—There are, as you are aware, only three Government Girls' Schools in Bareilly These were all visited by the Inspectress a few days ago

"(1.) *Rohilla Tola School.*—Out of thirteen on the register, ten were present, distributed as follows :—

4th Class,	...	...	...	...	...	2
3rd „	...	...	...	...	...	1
2nd „	...	...	...	...	...	2
1st „	...	...	...	...	...	5

"The girls of the highest class were reading *Qissa Sandford and Merton*, the second class, *Huqaiq-ul-Mawjudat*; the third, *Guldasta Akhlaq*; and the lowest, *Tashrih-ul-Huruf*. The reading was generally good, but only three girls could write fairly. The rest are learning to write the alphabet.

"(2.) *Khwaja Kutub School.*—Thirteen out of fourteen girls were present—four in the third class, three in the second, and six in the first.

"The highest class read from *Guldasta Akhlaq*, the middle class from the second part of *Tashrih-ul-Huruf*. Only two, however, out of the four in the third class were able to write short and simple words, the rest were learning to form their letters.

"(3) *Gurhya School*—The state of attendance was as follows :—

3rd Class, 4,	...	...	...	...	3 present.
2nd „ 3,	...	...	...	...	3 „
1st „ 11,	...	...	...	...	7 „

"The girls of the third class could read *Huqaiq-ul-Mawjudat* fairly, and two of them had learnt to write. Those in the second class were reading *Guldasta Akhlaq*, the rest-*Tashrih-ul-Huruf*. Map-teaching and arithmetic should be introduced into this and the other schools in Bareilly"

92. I regard the results of the above inspection as satisfactory, particularly in the promising account given of the three Normal Schools at Agra, Benares,* and Aligurh which have been set on foot not without anxiety, and of which accounts have been called for from another Government, with a view of imitation, before I could state with confidence whether they were likely to succeed or not.

93. Of the schools visited, some are exceptionally good and others as bad; but no one need any longer doubt that a system of female education has began to take root in the two most important towns of the North-Western Provinces. The appointment of an Inspectress is welcomed by all respectable natives, and will be no small inducement to the establishment of schools among the better classes in large towns.

94. The annexed table is a comparative return of the schools as given in the Inspectors' returns :—

Circle.	1866-67.			1867-68.		
	Number of Schools.	Rolls	Average attendance	Number of Schools.	Rolls.	Average attendance
1st Circle, ...	137	2,585	2,227	98	1,776	1,496
2nd ditto, ...	237	4,521	4,499·67	188	3,460	3,133·28
3rd ditto, ...	95	1,718	1,286·42	94	1,480	1,222·75
Kumaon and Gurhwal, ...	...	...	...	10	104	90
Ajmere, ...	...	...	...	4	44	32·6
Total, ...	469	8,824	8,013·09	394	6,864	5,974·63

There is a total decrease here of 75 schools, caused by the reduction of all schools in the 1st and 2nd Circles which had been maintained on the School Cess Funds, which, in the 2nd Circle at least, are insufficient to keep up the Boys' Schools. The Officiating

* The following paragraph occurs in the report of the Inspector of the Benares Circle.—

"The remarks of Babu Bhoodeb Mookerjee, an Additional Inspector in Bengal, who had come here under the orders of the Government, and was allowed to examine the inmates of this school under Turkish veils (*burga*), are as follow —

"'Delhi, 25th February, 1868.

"'I was extremely pleased to see the way in which the Female Normal School at Benares is being conducted. The pupils are of good caste, and therefore likely to secure the confidence of the respectable classes of the native community, &c.

"'(Sd.) BHOODEB MOOKERJEE.'"

Inspector of the 1st Circle records the decrease without remark, and his returns are based upon the papers submitted by the Deputy Inspectors. None of the schools were visited by him when on tour.

95. The Inspector of the 2nd Circle has visited some of the schools in the neighbourhood of Agra and Muttra, and is able to report favourably in some cases; but the majority of the Village Girls' Schools are in a poor condition, compared with Boys' Schools of the same class. They are probably very much what the Boys' Schools were some twelve years ago, and can be expected to improve but slowly. Schools of this order can be inspected without offence to the people by the Deputy Inspectors, and can be established without trouble, if funds are given for the salaries of the teachers. Subscriptions seem for the present likely to be withheld; and unless the Local Committees, following the example of Bulandshahr, come forward for the aid of the Government on the grant-in-aid principle, rapid progress is out of the question. In chief towns and sudder stations it is probable that more may be done, and it will be wise to confine expenditure to operations in such places. The Inspector of the Second Circle is informed by his subordinates that Village Girls' Schools can be set up without difficulty, and report that many villages are beginning to ask for them, but there are no funds. The Inspector points out that many of these schools are now posted in inaccessible villages, and could not be inspected, unless, like the Halqabandi Schools, they were brought to the Inspector's camp. This is manifestly impossible. It is equally certain that an Inspectress on tour would be unable to see them without great loss of time, and difficult marching.

96. The proceedings of the Bulandshahr Committee above mentioned have been already laid before His Honor. Steps will be taken to make known to other Committees what has there been found feasible I learned an interesting circumstance with respect to a Girls' School which belongs to a Rajput village in the Cawnpore District, which is that the Bandelkhand clan with whom the village intermarries have sent word to the village that if the girls can read and write they will take them without dowry. It is no new thing for Rajput girls to read and write, but we have here an instance of the indirect social good which the establishment of Village Schools by the Government is capable of effecting.

97. Ahmad Ali Beg, Tahsildar of Mondha, in the Hamirpore District, has made a successful attempt to establish Girls' Schools in the place, by assembling the residents of each *thok*, or ward, and inducing them to maintain a school in part, and to choose their own teachers, looking to the Government for a grant-in-aid to supplement the total expenditure. He has thus set on foot four Girls' Schools. The principle is a good one, and is similar to the plan adopted in establishing the schools in Agra and its suburbs.

98. I observe the Native Press generally view female education from a purely educational point of view. There is very little discussion as to the probable effects. The Journal of the Scientific Society of Aligurh apparently looks upon the movement with disfavour; but this paper is not a good index of public opinion. I am not aware that the appointment of an Inspectress has been noticed by the Native Press, although among all educated natives it has been much talked of.

99. I now proceed to notice what has been done for female education in the Ajmere Circle. The Inspector's report is as follows :—

"*Female Normal School, Pokur.*—The measure of success that has attended the establishment of this school has been beyond all expectation. The progress of the pupils, the promise each afforded of future usefulness, and their own feelings, were all points on which it was desirable I should personally satisfy myself; and this was effected with the perfect concurrence of their relations and guardians.

"The scene the room in which they sat presented was rendered at once interesting and impressive by the youthfulness of some of the widows, and the general gloom that hung on their countenances, which were barely cheered here and there by a ray of pleasure at the anticipation of a future free of anxious

cares. The thought was forcibly suggested that, under other circumstances, and in obedience to a cruel and exacting creed, an act of self-immolation would have early terminated lives to which a higher end was now proposed. After the perturbation occasioned by so unusual a circumstance as my visit had subsided, and self-possession was regained, they read with a clear pronunciation, and explained the subject well. Sums were worked in addition and subtraction ; the youngest widow, a girl of sixteen, displaying her acquirements here with some merriment, at the expense of others who were not so proficient. In all, twenty were present, five of whom had read sixteen pages of *Bama Munrunjun*, and five others had but commenced the work.

"The reading of the remaining ten, and their explanation of the subject, *Barun Mala*, which they had completed, was very satisfactory. The proposal to remove the school to Ajmere, where, under closer supervision, its capabilities of usefulness might be extended, was not received with favour, though of the practicability of the design ultimately I do not despair. The popularity of the school may be inferred from the fact that married women have sought and obtained admission, on a written engagement, entered into by their husbands, that, if found qualified at the final examination, they will not object to proceed to any village of the district to which they may be nominated."

100. The true test of these Normal Schools will be their future practical use in providing Mistresses for the schools ; and of this it is not easy to judge at present, and their institution is therefore experimental only. This account, and the remarks made by the Inspectress on the state of the Normal Schools in Agra, Benares, and Aligurh are encouraging ; and I have every reason to hope that a steady improvement in their condition year by year will be effected. We are working through native agency, whose interest is engaged in carrying out our wishes ; and success fairly earns reward in a matter which is in extension, as it were, of regular work. I shall have the honour of naming for reward, if His Honor approves, such persons who have given aid, as far as in them lay, in furthering the wishes of the Department in this matter.

101. The remainder of Mr. Goulding's remarks are as follow :—

"With the exception of the Girls' School at Pokur, under the management of the Tahsili Pundit's wife, the others in this district are of purely an elementary character, and have been maintained on their present footing with the object rather of familiarizing the people with a novel measure than of conferring any substantial benefit. Twenty-five girls were examined at Pokur—all sprightly, intelligent children, dressed in their gayest attire, and overflowing with eagerness to display their small attainments. Seven had commenced to read *Bama Munrunjun*, while four others had gone through two stories in the *Barun Mala*.

"At Bhanwata the school contained eleven girls, one of whom, of more advanced age than any I had found elsewhere, read and explained *Bama Munrunjun* well, and altogether displayed an interest in her books very pleasing to witness. The people here are earnestly disposed to have their daughters instructed, and the earliest opportunity will be taken to appoint a female teacher.

"At Bandunwara five girls are instructed by the Tahsili Pundit's wife, who is herself qualifying for the post of School-mistress, and receives a stipend of Rs. 3 monthly. At Sree Nagur eleven girls were examined, but the progress they had made was small indeed. There, more than at any other village, the people expressed themselves frankly and with much apparent cordiality on the subject of female education; and, after a long address to them on the subject, they assured me that if a woman of their acquaintance now educating at Pokur were posted to their village, not only would she have an overflowing school of fifty girls, but that their own wives would be glad of the opportunity to receive instruction."

101*a*.—

"This hearty concurrence in a matter that was very recently broached with much diffidence showed that its object was rightly apprehended, and that, where confidence could be inspired by the character and qualifications of the teacher selected, success would be certain of attainment."

101*b*.—

"This feeling, it must be admitted, is not shared by the higher orders, particularly the Thakoors, whose stolidity is too apt to suggest fears difficult to allay. A remarkable illustration of this was afforded at Pokur, where a meeting of the principal chiefs of the district was a short time ago convened by the Officiating Deputy Commissioner, with the express purpose of seeking their co-operation in a work, to an intelligent mind, so pregnant with good. A carefully-prepared address in Hindi was delivered, which, illustrated by traditions with which they might from infancy be supposed familiar, had still the effect of awakening a suspicion that violation of the privacy of the *purda* was the ulterior purpose."

101*c*.—

"I must, however, in justice to the Pisangun Rajah, acquit him of participation in this absurd fear. He has taken an intelligent and enlightened view of the whole question of female education, and has expressed his willingness to explain its intention to his brother chiefs. Since my remarks regarding his son were penned, he has sent him to the Ajmere School, and thus given one more proof of his appreciation generally of intellectual culture."

102. The opposition of natives of position to the interference of the Government in the education of women is not uncommon, and doubtless has led to disbelief in its advantages on the part of many Civil Officers. Their opposition is due entirely to alarm for the *purdah* system, and it is most important to show them that no attempt against a social institution so necessary under the present conditions of native life and habits is intended. Every English Officer who ridicules the *purdah* system before natives of respectability not only shows his own ignorance of the necessities of native life, but closes the hearts of his hearers against the benevolent intentions of the Government in respect of the present degraded position of the female sex as regards intellectual culture.

103. A quiet and unostentatious perseverance in opening schools where they seem to be really wanted, without promising ourselves too much from a first success, or despairing because of partial failure, is the only policy likely to answer, or to be acceptable to the natives. The knowledge of reading and writing will soon spread to the women's apartments of all respectable families, when the schools for the lower classes become appreciated; and a supply of a suitable vernacular literature will keep pace with the demand. *Educated* native gentlemen are turning their attention to the improvement of their families; and though, as a rule, it is not etiquette to make personal enquiries, I find within the last few years a great advance in this respect. I can mention a family, one the ladies of which not only reads and writes excellently, but is anxious to acquire other accomplishments. She has been presented by her brother with a harmonium, in hopes that some day a kind lady will come and teach her how to use the instrument.

104. The Inspector of the Hill Circle thus reports on Girls' Schools in Kumaon:—

"I have not as yet been able to visit all the Female Schools in this Province, but the remarks I am about to make on the six schools I have inspected are applicable to each and all.

"Taking into consideration the great opposition my predecessor had to encounter in the blind prejudice against and dislike to female education which existed amongst the rude and superstitious population of these hills when these schools were first started, and when at the present moment they are regarded with suspicion by the mass, it is an encouraging fact, and hopeful, that the attendance at the schools is not declining, but increasing. I cannot report that any great progress has been made, but the majority of girls know their alphabet, can spell short words of one and two syllables, and know the multiplication table up to six. A few have read and can answer questions satisfactorily in the *Akshar Dipka* work out sums in addition and subtraction, and a small number can answer fairly in the *Vidyankur*, the map of the district, and in easy questions of arithmetic to simple rule of three."

104*a*.—

"The present chief obstacle in the way of improvement in the attendance at these schools is the absurd and unreasoning credence given by the peasantry to any rumours, however impossible or ridiculous, which are now and then disseminated by ill-disposed people, to serve private ends of their own. For instance, in February last, a rumour was in circulation in Gurhwal that the English Government had adopted the system of Female Schools to enable it to seize on the girls of a fit age, for the purpose of transporting to England, where the children would be sold for base purposes.

"The prevalence of such rumours affects for a time the attendance at schools, and might even cause them to be utterly deserted; but I feel assured that, as time passes, and female education is no longer a novelty, attempts such as the above to injure the schools will cease. Experience will have taught the falsity of such reports, the suspicions as to the motives of the Government now entertained will die away, and the rumours, if any are started, will fail to be of effect."

(5) *Normal Schools for Men.*

105. These are in operation at Meerutt, Agra, Benares, and Almorah. In addition to them, classes for training District Vernacular School teachers have been worked at the Ajmere and Etawah Schools.

106. The short period of study (one year) which it has hitherto been found practicable to insist upon, limits the success of these schools to a rough perfecting of the teachers sent in for instruction in the subjects of study they are called upon to

teach. Some idea of method is attempted to be instilled into them, and they have the opportunity of comparing themselves with fellow-labourers in the various districts. The material is but poor, for the teachers are not paid highly, and have had no previous opportunities of well-directed study; and, as a rule, the teachers who are found to be least qualified are those sent in for improvement from the various districts. There is no doubt that, as the field of selection improves year by year, the usefulness and character of these schools, and the influence of the Head-masters, will be more distinctly felt throughout the Tahsili and Halqabandi Schools.

107.—*The Normal School at Meerut* has improved much during the year, and the change is due to the Officiating Inspector (Mr. Howell's) attention to the defects he had occasion to observe. The Assistant Inspector, Mr. Rogers, reports on the proceedings of the year as follows :—

"Mr. Howell, having examined this school, was by no means satisfied with the general state of the classes, and reported that the prescribed course for the year had not been nearly finished; that out of the 82 students, 14 were unfit for employment; that the Head-master, Lachhman Prasad, had proved himself incapable of superintending properly the studies of his pupils, or even of maintaining order amongst them, or conducting his office work satisfactorily. In consequence, the Head-master, Lachhman Prasad, was transferred to the Zillah School, Meerut, and Mr. Casabon appointed in his place. A system of quarterly examinations, conducted by Head-masters of Zillah Schools, has been introduced. This has been so far successful that there is every probability of a greater amount of work being taken up for the next examination. Moreover, greater activity, it appears, has been infused into both pupils and teachers. Two of the latter—the Mathematical Master and the First Urdu Master—have received some increase of salary. Those pupils who, at the quarterly re-classifications, are included in the first two classes, obtained an increase to their maintenance allowance. The recent increase of the salaries of Village Circuit School teachers has improved the prospects of the pupils. On the whole, therefore, a good deal has been done to induce them to make the most of their time, with a view to passing satisfactorily at the next examination. They have hopes of obtaining a small grant from Government for providing the means of healthy recreation."

108. Defects in the sanitary condition of this school have been brought to my notice, and measures taken to rectify them by drainage and other alterations. The enclosure will admit of an exercise-ground being kept up, and the practice of out-door sports will be introduced; but it is a matter of some difficulty to stir up native adults to exertion of this kind. Even gardening is distasteful work to any but natives of the *mâlí* tribe.

109. *Normal School at Agra.*—Here the Inspector, judging by the performances of the students of the year, considers the course of instruction too high. It is so much better to have a standard above rather than below the mark, and the quality of the yearly batches of students varies so much, that no special alteration is advisable, and it is always within the power of the Inspector to modify the requirements according to circumstances. He reports favourably of the work and intelligence of Mr. Harris, the Head-master; and, under his own and the Assistant Inspector's supervision, while in Agra, the state of the tuition cannot but improve.

110. He remarks as follows :—

"The subjoined extract and tables from Mr. Harris's report supply information on the facts of the year —

"'During the sessions under report we have had 131 students under training, of which number 45 passed out at the close of the first session, and 34 during that of the second, leaving 52 on the rolls, who go up to the Sunud Examination in June next. To these must be added the names of 33 students who were sent away, or who resigned or absconded, during the course of the year. The average attendance at school is represented by the number 90.

"'The students who went up to the May and June examinations were the remains of an ill-selected set, and did rather better than was expected of them. At the December examination the students showed a marked superiority over those that had preceded them; their work was neatly done, but they were guilty in many cases of wandering away from the exact question asked The papers set in Euclid and Algebra were pretty generally answered; but the now progressive and now retrogressive manner in which the subordinate parts of the reasoning were put together, showed very often that the candidate had failed to realize the entire and progressive chain of argument by which the truth was to be arrived at.

Mensuration and History seemed to have been evenly taught, but in Geography their knowledge was shallow. Statement A., below, shows the result of the examinations as represented by the sunuds gained, and Statement B. disperses the candidates through their respective districts :—

A.

Sessions, 1867-68.	Tahsili.		Halqabandi.		Certificates.	Total.	Thomason Scholar.
	1st Class.	2nd Class	1st Class.	2nd Class.			
May and June, ...	4	5	5	13	18	45	Rughber Dial.
Novr. and Decr.,...	10	14	1	7	2	34	Tika Ram.
Total, ...	14	19	6	20	20	79	

B.

Students.	Agra.	Muttra.	Mynpoory.	Furukhabad.	Cawnpore.	Etah.	Jaloun.	Total.	
May & June, ...	15	2	10	1	10	7	...	45	79
Novr. & Decr.,	17	...	3	5	5	4	...	34	

"'Sunuds are gained by the following percentage of marks :—

"'First Tahsili, 73 ; Second Tahsili, 50 ; First Halqabandi, 50 ; and Second Halqabandi, 33·33.'"

111. *Benares Normal School.*—The Inspector has made no comments on the state of this school. I therefore give below an extract from the Head-master's Report to his address, which is interesting as showing how the pupils were divided for instruction on arrival. The prospects of this school have been improved by the provision of a good school-house, which was opened by His Honor last month.

112. Mr. Tresham, Head-master, reports as follows :—

"The number of pupils under instruction in the institution during the session amounts to 150, being an increase of 15 as compared with the number given in my report of the previous year.

"The number now represented comprises 100 pupil teachers, 6 oomedwars, and 44 boys belonging to our Model School.

"The average daily attendance has been 135.

"The number of candidates sent for admission into the Normal School, on its re-opening for the work of the session, from each of the several districts embraced in the 3rd Circle, is shown in the following form :—

Districts.	*Halqabandi Teachers.*	*Oomedwars.*
Allahabad, ...	10	0
Azimgarh,...	7	0
Banda, ...	15	0
Benares, ...	12	3
Futtehpore, ...	6	0
Ghazipore, ...	13	3
Goruckpore, ...	32	0
Jounpore, ...	5	0
Total, ...	100	6

112*a*.—

"The candidates were examined on admission, and classified, as heretofore, in reference to their abilities and acquaintance with the languages in which they had been accustomed to teach in their respective schools. As the bulk of our admissions were found to possess a knowledge of Hindi only, they were distributed so as to form three Hindi Classes. The remainder—a few in number—knowing Urdu only, constituted our Urdu Class.

"From the constant supervision of all the classes, from my own experience whilst engaged in teaching them, and from the examinations to which the pupil-teachers have been subjected, I beg to say that I have been able to test the progress of each individual pupil-teacher. This, though not equal to my anticipations, yet has, on the whole, been very fair. When the amount of ability displayed by each pupil-teacher on his admission, and the qualifications evinced by him on leaving, are taken into consideration, I would congratulate myself on what has really been effected in the very short space of a single twelve-month."

113. I visited the school in December, and was pleased with the intelligence of the head class. The propositions of Euclid, which they wrote out on their slates in my presence, were often correctly and neatly performed, and most of the young men, being conversant with the English alphabet, were accustomed to use the letters in marking points and angles; so that in writing out the propositions, while the text was vernacular, the lines and angles cited were represented by English capitals. The plan is a good one, as Oriental characters convey geometrical reasoning with considerable indistinctness, on account of the difficulty of distinguishing between the text and the letters of the figures used.

114. *Almorah Normal School.*—Eighteen young men were under instruction during the year, and I find from Captain Garden's Examination Return for April that the average percentage of full marks attained by them in all subjects* is 68—a high standard of proficiency. First-class certificates, according to two standards—*Tahsili and Halqabandi*—were gained by *five* students, second-class certificates by *eight*, third class by *three*, and *two* failed.

115. The Inspector's remarks are as follow:—

"I am very well pleased with the Head-master, Nunnoo Mull. He is painstaking and energetic, keeps the school in capital order and discipline, and is much respected and liked by his pupils—a good proof of his tact and ability.

"I was obliged to remove on the 1st April from the house formerly occupied by the Normal School, as it was requested by the Municipal Committee, to whom it belongs. Owing to the high rents demanded, and which were far beyond the sum allowed for this purpose to the Normal School, I have been forced to locate the school temporarily in a house in the Almorah Bazaar. I hope, however, soon to obtain permission from the Officer Commanding at Almorah to occupy a Government bungalow which will presently be vacated."

Section V.—Private Schools under Inspection.

116.— *Summary.*

Description.	Number.	Number on Roll.	Average daily attendance.	Expenses. Imperial. Rs.	As.	P.	Expenses. Local. Rs.	As.	P.
Colleges, ...	4	1,258	1,010·4	21,533	0	0	37,406	15	9
Schools, Higher Class, ...	4	1,025	828·53	16,500	0	0	20,991	9	7
Ditto, Middle Class, ...	129	10,508	8,259·63	83,307	5	11	82,642	7	2
Ditto, Lower (Aided), ...	38	2,215	1,842·57	12,545	0	0	14,554	4	6
Ditto, ditto (Unaided),... ...	4,850	56,060	48,828·89	118	11	0	2,25,927	1	3
Female Schools, ...	93	2,674	2,219·96	19,310	0	0	31,383	1	8
Normal Schools for Men, ...	2	58	·55	2,700	0	0	5,516	0	0
Ditto ditto for Women, ...	1	39	·35	1,500	0	0	1,934	12	3
Total, ...	5,121	73,837	63,079·98	†1,57,514	0	11	4,20,356	4	2

		Rs.	As.	P.
In 1866-67, the expenditure on schools under this Section was—Imperial,	...	1,36,968	8	9
Local,	...	4,16,206	8	6

* *Viz.*, in Euclid, Algebra, Arithmetic, Grammar, History of India, and Geography of the World, Mensuration, Mapping, Dictation, Writing (all in *Hindi*).

† Building and special grants not included.

117. (1.) *Colleges.*—These are the Church Missionary Society's Colleges at Agra and Benares, St. Peter's College at Agra (*Roman Catholic*), and Victoria College (Native) at the same place. In registering the attendance at these, the number of boys in both the College and School Departments is calculated. Were the attendance in the *College Departments* alone reckoned, as is the rule with the Government Colleges (*vide* Section III.), the entry would be very small at present.

The following schedule gives the result of the Calcutta University Examinations for 1867 :—

Institutions.	1st Examination in Arts					Entrance Examination.				
	No.	1st.	2nd.	3rd	Total passed.	No.	1st.	2nd.	3rd.	Total passed.
St. John's, Agra, ...	5	1	...	2	3	12	...	2	5	7
Jay Narain's, Benares, ...	1	...	...	1	1	13	...	2	3	5
Victoria, Agra, ...	...	...	...	...	...	6	...	1	2	3
Total, ...	6	1	...	3	4	31	...	5	10	15

(2.) *Schools of the Higher Class.*—These are the London Mission School at Mirzapore, the Subscription School at the same place, the Church of England Mission "High School" at Allahabad, and the Society for the Propagation of the Gospel School at Cawnpore.

Properly speaking, only two of these claimed to be registered as schools of the Higher class,—*viz.*, the first and third named,—as they only of the four sent up candidates for the Entrance Examination of the Calcutta University in 1867. Each of these sent up three candidates, of whom one passed in the 3rd Division.

(3.) *Schools of the Middle and Lower Classes,*—the former being Anglo-Vernacular Schools, and the latter Vernacular. There are 167 of these, of which 79 are managed privately,—that is, by persons who have no connection with the Department. The rest are managed by the Inspectors.

118. My letters Nos. 165 and 202, of the 24th and 29th ultimo, having reported fully on the condition of the above schools, with reference to the continuance of the grants in almost every instance, and an increase in some, I need not enlarge here upon their condition.* The following are lists of the Aided Schools, with the monthly grant paid to each school :—

119. *I.—Boys' Schools.*

Number.	Institution	Management.	Place.	Grant per mensem. Rs.	As	P.
1	St. John's College, ...	Church Missionary Society,	Agra, ...	750	0	0
2	Jay Narain's College, ...	" ...	Benares, ...	502	12	0
3	Anglo-Vernacular School, ...	" ...	Meerut, ...	231	0	0
4	" ...	" ...	Muthra, ...	100	0	0
5	" ...	" ...	Chunar, ...	80	0	0
6	" ...	" ...	Azimgurh, ...	200	0	0
7	" ...	" ...	Ghazipore, ...	200	0	0
8	" ...	" ...	Gorukhpore, ...	250	0	0
9	" ...	" ...	Jounpore, ...	125	0	0
10	"	" ...	Allahabad, ...	60	0	0
11	Anglo-Vernacular (Parish) School, ...	" ...	Ditto, ...	50	0	0
			Carried forward, ...	2,548	12	0

* Government Order No. 2208, dated 11th May, 1868, has sanctioned the renewal of the grants for 1868-69.

I.—Boys' Schools.—(Concluded.)

Number.	Institution.	Management.	Place.	Grant per mensem Rs.	As.	P.
			Brought over, ...	2,548	12	0
12	Orderly Bazar School, ...	Church Missionary Society,	Benares, ...	150	0	0
13	Orphanage, ...	" ...	Ditto, ...	80	0	0
14	Benaras Bazar School, ...	" ...	Ditto, ...	50	0	0
15	Orphanage, ...	" ...	Secundra, ...	20	0	0
16	Village School, ...	" ...	Cowiegunj (Bareilly), ...	40	0	0
17	" ...	" ...	Anfield (Dehra Doon), ...	50	0	0
18	" ...	" ...	Kankerkhera (Meerutt), ...	9	0	0
19	" ...	" ...	Ikla (Meerutt), ...	5	0	0
10	" ...	" ...	(Zafrabad) Jaunpore, ...	25	0	0
21	" ...	" ...	(City) Jaunpore, ...	25	0	0
22	Christ's Church School, ...	Society for the Propagation of the Gospel, ...	Cawnpore, ...	300	0	0
23	Evening School to ditto, ...	" ...	Ditto, ...	30	0	0
24	Anglo-Vernacular School, ...	" ...	Generalgunj (ditto), ...	150	0	0
25	" ...	" ...	Roorkee, ...	80	0	0
26	Orphanage, ...	" ...	Cawnpore, ...	250	0	0
27	Mirzapore Institution, ...	London Mission, ...	Mirzapore, ...	275	0	0
28	Anglo-Vernacular School, ...	" ...	Almorah, ...	200	0	0
29	" ...	American Presbyterian Mission, ...	Dehra, ...	150	0	0
30	" ...	" ...	Saharanpore, ...	100	0	0
31	Orphan School, ...	" ...	Ditto, ...	50	0	0
32	Anglo-Vernacular School, ...	" ...	Furukhabad, ...	208	5	4
33	" ...	" ...	(Rekha) Ditto, ...	83	5	4
34	" ...	" ...	Mynpoori, ...	100	0	0
35	" ...	" ...	Rajpore, ...	50	0	0
36	" ...	" ...	(Kuttra) Allahabad, ...	45	0	0
37	" ...	" ...	Bijnour, ...	80	0	0
38	" ...	American Methodist Episcopalian Mission, ...	Moradabad, ...	150	0	0
39	" ...	" ...	Budaon, ...	80	0	0
40	" ...	" ...	Shahjahanpore, ...	100	0	0
41	" ...	" ...	Nani Tal, ...	70	0	0
42	" ...	" ...	Bareilly, ...	100	0	0
43	" ...	" ...	Babu Khera, ...	30	0	0
44	" ...	" ...	Sambhal, ...	80	0	0
45	" ...	" ...	Najibabad, ...	50	0	0
46	Orphanage, ...	" ...	Shahjahanpore, ...	100	0	0
47	4 Village Schools, ...	" ...	Moradabad, ...	30	0	0
48	Anglo-Vernacular School, ...	" ...	Nagina, ...	30	0	0
49	Village School, ...	" ...	Badaon, ...	5	0	0
50	Anglo-Vernacular School, ...	" ...	Paori (Garhwal), ...	140	0	0
51	St Peter's College, ...	Roman Catholic, ...	Agra, ...	125	0	0
52	Cathedral School, ...	" ...	Ditto, ...	20	0	0
53	High School, ...	Diocesan Board of Education,	Allahabad, ...	700	0	0
54	6 Branch Schools, ...	Municipal Committee, ..	Bareilly, ...	700	0	0
55	Victoria College, ...	Native Committee, ...	Agra, ...	500	0	0
56	Branch of ditto, ...	" ...	Muthra, ...	50	0	0
57	" ...	" ...	Belanganj, ...	30	0	0
58	" ...	" ...	Gokalpura, ...	30	0	0
59	" ...	" ...	Cantonment, ...	50	0	0
60	Mofidam School, ...	" ...	Agra, ...	140	0	0
61	Bengalee Tola Preparatory School, ...	" ..	Benares, ...	102	0	0
62	High School, ...	" ...	Mirzapore, ...	250	0	0
63	Subscription School, ...	" ...	Mondha, ...	30	0	0
64	" ...	" ...	Futtehgurh, ...	136	0	0
65	Victoria School, ...	" ...	Ghazipore, ...	150	0	0
66	Private School, ...	Chowdhri Basant Singh, ...	Sherkote, ...	20	0	0
67	" ...	Raja Partap Singh, ...	Tajpore, ...	20	0	0
68	" ...	Raja Sheoraj Singh, ...	Kashipore, ...	20	0	0
69	" ...	Maharaja of Benares, ...	Gyanpore, ...	65	0	0
70	" ...	" ...	Bhadrouli, ...	20	0	0
71	" ...	Dr Whittall, ...	Mithiberi, ...	6	0	0
72	Subscription Anglo-Vernacular School, ...	Tahsildar, ...	Nawabgunj, ...	50	0	0
73	Subscription School, ...	Cantonment Magistrate, ...	Naseerabad, ...	25	0	0
74	" ...	Babu Kali Charan, ...	Beesulpore, ...	50	0	0
			Total, ...	9,588	6	8

N. B.—79 Schools in all (*vide* No. 54).

II.—Girls' Schools.

Number	Institution.	Management.	Place.	Grant per mensem Rs. As P.
1	1. Native Girls' School, ...	Church Missionary Society,	Meerut, ...	25 0 0
2	" ...	" ...	Agra, ...	30 0 0
3	Girls' City School, ...	" ...	Allahabad, ...	30 0 0
4	Female City School, ...	" ...	Benares, ...	130 0 0
5	Zenana Schools, ...	" ...	Ditto, ...	30 0 0
6	Industrial Schools, ...	" ...	Ditto, ...	40 0 0
7	Girls' School, ...	" ...	Azimgarh, ...	50 0 0
8	" ..	" ...	Jaunpore, ...	30 0 0
9	" ...	" ...	Gorukhpore and Basharatpore, ...	50 0 0
10	" ...	London Mission, ...	Mirzapore, ...	50 0 0
11	" ...	American Presbyterian Mission, ...	Dehra Doon, ...	80 0 0
12	" ...	" ...	Saharanpore, ...	10 0 0
13	20. Female School, ...	" ...	Etawah, ..	100 0 0
14	Girls' School, ...	" ...	Mynpoori, ...	50 0 0
15	4. " ...	American Methodist Episcopalian Mission, ...	Moradabad District, ...	50 0 0
16	1. Orphan Girls' School, ...	" ...	Bareilly, ...	100 0 0
17	2 Girls' City School, ...	" ...	" ...	30 0 0
18	Girls' School, ...	" ...	Shahjahanpore, ...	20 0 0
19	St. Joseph's Orphan Girls' School. ...	Roman Catholic,	Agra, ...	100 0 0
20	Canning Protestant Girls' School, ...	Committee Canning Protestant School, ...	Ditto, ...	450 0 0
21	30. Satt Sabha Girls' Schools,	Committee Satt Sobha, ...	Ditto, ...	220 0 0
22	12 Female Schools, ...	Municipal Committee, ...	Badaon, ...	30 0 0
23	1. " ...	Babu Kali Charan, ...	Inglisgunj (Bareilly), ...	10 0 0
			Total, ...	1,715 0 0

N. B.—93 Schools in all.

III.—Normal Schools.

Number.	Institution.	Management.	Place	Grant per mensem. Rs. As. P.
		For Males.		
1	Training School, ...	Church Missionary Society,	(Segra) Benares, ...	200 0 0
2	" ...	" ...	Meerut, ...	25 0 0
		For Females.		
3	" ...	Church Missionary Society,	Benares, ...	200 0 0
			Total, ...	425 0 0
			GRAND TOTAL, ...	11,728 6 8

120. The next lists show the places at which Aided Anglo-Vernacular Schools managed by the Inspectors are posted throughout the circles. The places named are chiefly large towns, other than the *sudder* station of the district. The schools have sprung, in the majority of cases, from Tahsili Schools, and are an expression of the desire of respectable natives to have their sons taught English. Sometimes they are created by the influence of the Native Magistrate, who may wish an education for his sons or friend's sons, or to show his zeal as an educated man himself. Sometimes they spring from the ambition of an educated youth, who wishes to become a schoolmaster in his native town. This kind of school cannot be expected to succeed in all cases. If the teacher is unsuitable, or the novelty wears off, or the projector goes away, the subscriptions languish and fail, and the grant is withdrawn ; but not many cases have occurred of this sort so far. The establishment of this class of schools is due to the action of the grant-in-aid principle entirely ; and when a subscription is announced, a grant of the same amount is forthcoming. To demand the establishment or existence of the school on trial for a certain period would prevent the establishment at all ; for this reason, that the subscription and grant *together* are necessary to keep it up.

The reports of the Inspectors are generally favourable. These were submitted with my letter of the 29th ultimo.

121. *List of Aided Anglo-Vernacular Schools under the management of the Department Public Instruction, North-Western Provinces :—*

Number.	Name of Institution	Place		Grant per mensem	Remarks
	1st Circle,	*Department Public Instruction, N.-W. P*		Rs	
1	Anglo-Vernacular School, ...	Meerutt, ...	Barout, ...	25	
2	" ...		Dasna, ..	10	
3	" ...		Hapur, ...	20	
4	" ...	Saharunpore, ...	Deoband, ...	25	
5	" ...	Moradabad, ...	Amroha, ...	50	
6	" ...		Chandosi, ..	50	
7	" ...	Aligurh, ...	Secundra Rao, ...	50	
8	" ...		Hathras, ...	50	
9	" ...		Atrouli, ...	50	
10	" ...	Badaon, ...	Sahaswan, ...	25	
11	" ...	Shahjehanpore,	Jalalabad, ...	20	
12	" ...	Bolundshahr, ...	Dihaee, ...	140	
13	" ...		Sikandrabad, ...		
14	" ...		Khoorja, ...		
15	" ...		Anoopshahr, ...		
16	Vernacular School, ...	Bijnour, ...	Sherekote, ...	20	
17	" ..		Tajpore, ...	10	*
18	" ..		Behar, ...	10	*
19	" ...		Kiratpore,	10	*
20	" ...		Pooramee, ..	5	*
21	" ...		Gurhi (Dhampur),	10	*
22	" ...		Shergurh, ...	10	*
23	" ...	Moradabad, ...	Surgan Nagar, ...	10	*
24	" ..		Tonda Afzul, ...	4	*
			Total, ...	604	
	2nd Circle,	*Department Public Instruction, N-W P.*			
1	Anglo-Vernacular School, ...	Cawnpore, ..	Derapore, ...	50	
2	" ...		Bithoor, .	25	
3	" ...		Sangawan, ...	25	
4	" ...		Bilhour, ...	15	
5	" ...		Ghatampore, ...	20	
6	" ...		Narwal, ...	25	
7	" ...		Najafgurh, ...	15	
8	" ...		Sheoli, ...	15	
9	" ...		Akbarpore, ...	25	
10	" ...		Khamela, ...	15	
11	" ...		Rasoolabad, ...	15	
12	" ...		Sachendi, ...	15	
13	" ...		Khanpore, ...	15	
14	" ...	Furruckabad, ...	Chalramow, ...	25	
15	" ...		Shamsabad, ...	15	
16	" ...		Tirwa, ...	15	
17	" ...		Jalalabad, ...	15	
18	" ...		Behar, ...	15	
19	" ...		Kaimgunj, ...	15	
20	" ...	Hamirpore, ...	Mahoba, ...	25	
21	" ...	Mynpoori, ...	Shikohabad, ...	15	
22	" ...		Bhogaon, ...	14-8	
23	" ...	Jhansi, ...	Gursarai, ...	25	
24	" ...		Mow, ...	25	
25	" ..	Jalaun, ...	Kalpi, ...	50	
26	" ...	Ittawah, ...	Phappoond, ...	30	
27	" ...	Muthra, ...	Bindrabun, ...	25	
28	" ...	Agra, ...	Futtehpore Seeri,	50	
29	" ...		Ferozabad, ...	25	
30	" ...		Etmadpore, ...	25	
31	" ...		Tajgunj, ...	25	
32	" ...		Fattehabad, ...	15	
			Total, ...	724-8	

* Vernacular Schools.

Number.	Name of Institution.	Place.		Grant per mensem.	Remarks.
	3rd *Circle*,	*Department Public Instruction, N.-W. P.*		Rs.	
1	Anglo-Vernacular School, ...	Allahabad, ...	Kerchhana, ...	30	
2	" ...		Phoolpore, ...	25	
3	" ...		Handia, ...	25	
4	" ...		Kura, ...	30	
5	" ...		Menjha, ...	25	
6	" ...	Banda, ...	Kirwee, ...	44	
7	" ...	Benares, ...	Bhurthura, ...	15	
8	" ...		Sakaldeha, ...	15	
9	English School, Delhi Princes',		Banares, ...	45	
10	Anglo-Vernacular School, ...	Bustee, ...	Bansee, ...	25	
11	" ...	Fattehpore, ...	Kora, ...	20	
12	" ...		Badanmow, ...	15	
13	" ...		Hanswa, ...	15	
14	" ...		Kote, ...	15	
15	" ...		Dhatta, ...	15	
16	" ...		Pormaee, ...	15	
17	" ...		Huthgaon, ...	30	
18	" ...		Sah, ...	30	
19	" ...		Kishenpore, ...	15	
20	" ...	Ghazipore, ...	Bullia, ...	30	
21	" ...	Gorukhpore, ...	Gola Bazar, ...	25	
22	" ...		Rooderpore, ...	25	
23	" ...		Pudrowna, ...	20	
24	" ...		Barhaj, ...	20	
25	" ...		Deoria Khas, ...	20	
26	" ...		Tankohi, ...	20	
27	" ...	Mirzapore, ...	Adulpoora, ...	20	
28	" ...		Sikunderpore, ...	15	
29	" ...		Sekhur, ...	20	
30	" ...		Baraitha, ...	15	
31	" ...		Bijaipore. ...	20	
32	" ...		Kuchhwa, ...	20	
			Total, ...	719	
	Ajmere Circle,	*Department Public Instruction, N.-W. P.*			
1	Umrat Singh's Vernacular School, ...	Ajmere, ...	Ajmere. ...	14	
2	Dhunna Lal's Ditto, ...		" ...	10	
3	Suraj Mal's Ditto, ...		" ...	5	
4	Subscription Ditto, ...		Pranhera, ...	6	
5	Ditto, ...		Ararka, ...	5	
			Total, ...	40	
			GRAND TOTAL, ...	2,087-8	

122. *Aided Female Schools.*—Under this head it will be sufficient to quote the report of the Inspectress in full. So far as her observations extended, the state of instruction was low, and only a beginning has been made. The failure at Etawah is probably caused by bad management, and the question whether the continuance of the Government grant is advisable under the circumstances has been laid before His Honor. The Mission Schools at Benares are successfully managed, and the Girls' Orphanage at Bareilly is doing well, under the management of the lady of the American Missionary in charge (Mr. Thomas).

"*Aided Schools visited by the Inspectress.*

City or Town.	Number.	Name of School.
Agra, ...	1	(1) Canning Protestant School.
	1	(2) Catholic Female Orphanage.
		(3) Sath Sabha Schools.
Etawah, ...	3	American Presbyterian Mission School.
Allahabad, ...	1	Church of England Mission School.
Benares, ...	1	Church Mission Normal School.
	1	Ditto Infant School.
	1	City Mission School.
	1	Girls' Orphanage.
Azimgurh, ...	1	Church of England Mission School.
Badaon, ...	6	Municipal Schools.
Bareilly, ...	3	Ditto ditto.
	1	Methodist Episcopalian Mission Orphanage (American)

"The statistics of these schools are not furnished in the above list, as, under recent instructions from yourself, the Managers of Aided Schools are required to send them direct to your office.

"30. *Canning Protestant School, Agra.*—This school, when visited by the Inspectress, had only just re-opened after the Christmas holidays, so that the classes were by no means full Mrs. Graves examined some of the classes in English Reading, Dictation, and Arithmetic. The arrangements for the comfort of the girls appeared excellent, as might have been expected from the long experience in the management of Girls' Schools of the present Lady Superintendent.

"31. *Catholic Orphanage.*—The Inspectress did not examine the girls, the Principal of St Peter's College having previously informed me that one condition on which the grant was accepted was that no examination of the pupils should be held by Inspecting Officers. Mrs. Graves was much pleased with the specimens of needlework, embroidery, artificial flowers, &c., worked by the girls. The school-room, dormitories, &c., were models of cleanliness and neatness, and could not have been surpassed in an English school.

"32. *Sath Sabha Schools.*—These schools, thirty in number, were established, as you are aware, by the 'Sath Sabha' (or Truth Society) of Agra, chiefly through the exertions of Pundit Bunsidhar. Mrs. Graves saw several of these schools which had been brought together in one building. She remarks :—'I found between 50 and 60 girls present. I heard them read in Hindi, and the Pundit put them some questions, which they answered readily. I also made them write. They showed me some specimens of bead-work, which were very nicely done ; but I was disappointed at not seeing any plain needlework. However, it was pleasant to see so many girls under instruction. All the girls appear to belong to very respectable families. The average collective daily attendance of these schools is 797.'

"*American Presbyterian Schools, Etawah* —There are at present fifteen Girls' School in Etawah, under the management of the American Presbyterian Mission, three of which are in the city, and which were inspected by Mrs. Graves and myself. Of these schools we regret that we can say little or nothing favourable. At the first of them, in *Sahib Khan-ki-Kuthi Mohullah*, ten girls had evidently been hurriedly collected, for the sake of appearances. Some of them had learnt a few vowels (Hindi) by heart, others did not pretend to know a single letter, and but one girl was able to name any letter pointed out. On Mrs. Graves asking one of the girls to name a certain letter, she laughed outright, and said,—'Isree (her teacher) will tell you ; I do not know.' The teacher of the next school (Sabibgunge) visited is quite deaf and utterly useless. Only two girls were present (behind the *purdah*), and only one of these could read the Hindi character. She said she could write, but, on being told to fetch her slate, refused to do so. Discipline is apparently unknown in these schools. The girls appear to come and go when they please. They sadly require some more efficient superintendence. That such is much needed will be seen from the following extract from a letter I received while at Etawah from the Rev. Mr. Sayer. Writing of the Pundit in charge of the school, he says :—'This man is one whom I have appointed as a temporary expedient, and he has only recently begun to act in that capacity. It has been customary to have a female Christian Visitor, but the one I had left some months ago, and, owing to my continued absence from the station, I have not been able to appoint another one, and at present there is no one employed in that capacity.' Twenty-six girls were present at the three schools, but, as no register appeared to have been kept, it is impossible to say whether many of these had not been brought in for the occasion. Mr Sayer remarks that two or three of the schools in the district are good ones, but that in the majority of his Pundits he has little confidence.

"34. *Church of England Mission School, Allahabad.*—Eighteen girls were present, five of whom were able to read the New Testament, and four others were beginning it. The former could also write easy sentences, and knew the multiplication table. The remaining nine were beginners.

"35. *Church Mission Normal School, Benares.*—This school, whether as regards the state of instruction, the neatness of the arrangements, or the discipline, is a model for training-schools. Mrs. Graves examined their writing, heard them read both in Urdu and Hindi, and translate from one language into the other. I myself examined them in the Geography of Europe, and their knowledge of the map was such as would have done credit to boys of the first class in our collegiate schools. Their acquaintance with the geography of Palestine and St. Paul's travels was almost perfect. The singing-class is under the superintendence of a German gentleman, and his wife and the girls sing to the harmonium and violins, which latter instruments are played by pupils of the Male Normal School. In the sewing and lace-making department all was full of animation—girls with happy faces engaged in lace-making, needlework, and braiding, and busy hands plying the sewing-machine. If such training-schools as this could be established in all the principal cities of India, and the services of the pupils afterwards engaged for our Village Schools, female education would indeed present a bright and hopeful prospect. No less pleasant was our visit to the Infant School. The children are taught Reading, Writing, Arithmetic, and Geography, in all of which they were examined in presence of the Inspectress. They have also learnt a little English. After the examination, we had the pleasure of witnessing a hurdle-race, which the boys and girls appeared thoroughly to enjoy.

"36. *Azimgurh Church of England Mission School.*—Out of 53 girls on the rolls, 40 were present, —fourteen in the first, 7 in the second, and 19 in the third class. The register had been regularly and neatly kept, but the attendance did not appear to have been generally good. Mrs. Graves heard the girls of the first class read from *Phulon-ka-har*, and made them write from dictation. The reading of five girls in the class was good, that of the others fair. Their writing and spelling were also very fair. In the second class, 2 out of 7 girls read from *Balbodh;* the others only knew the alphabet. The third class are beginners. Plain needlework and knitting are taught. I suggested the introduction of Arithmetic and Geography into the course of studies. The girls were all well-behaved, and the school-room is in excellent order.

"37. *Budaon Municipal Committee's Schools.*—There are seven Aided Schools in Budaon under the management of the Municipal Committee, of which six were visited by Mrs. Graves and myself, the teacher of the seventh having declined to allow any inspection of his school. The collective attendance of the schools on the day of examination was 83, out of 85 on the rolls. The registers of all the schools had been neatly kept, and the attendance appeared to have been generally good. The schools are also for the most part located in suitable buildings. Of the 83 girls present, 55 were learning their letters, 11 could read *Tushri-ul-haruf*, 4 *Dhurum Sing*, 9 *Guldasta-Akhlaq*, and 4 *Huquaiq-ul-Moujudat.* These last also wrote from dictation, and worked a few simple sums in addition and subtraction.

"38. *Bareilly American Mission Orphanage.*—There are at present 127 girls in this institution. On the occasion of our visit we heard the girls of the first and second classes read in Urdu, Hindi, and English, and made them write a few short sentences in English, which they afterwards translated both into Urdu and Hindi. A few questions I put them on the Map of Asia were answered readily, and in general accurately. In Arithmetic, the girls of the first class had commenced fractions; those of the second were in compound multiplication. We walked through all the class-rooms, and found the work conducted with order and regularity.

"39. *Bareilly Municipal Committee's Schools.*—The Inspectress has as yet visited only three of these schools, and found 57 girls present, out of 62 on the registers. The following statement shows the number present, and the books read in each class:—

				Pupils.	
Fourth Class,	...	...	...	8	*Huquaiq-ul-Moujudat.*
Third ,,	...	...	...	12	*Guldasta Akhlaq.*
Second ,,	...	...	...	4	*Dhurum Singh.*
First ,,	...	...	...	40	*Tushri-ul-huruf.*

In these, as in the Government Schools in Bareilly, no Arithmetic or Geography is taught. The girls attending them are generally of good caste, and apparently belong to respectable families. The teacher (female) of one of them has a fair knowledge of English.

"40. I have endeavoured to present to you the state of each school exactly as we found it. Some of these schools were, as I have said, visited by the Inspectress alone, others by myself as well; but in all cases the oral examination of the more advanced girls was conducted entirely by Mrs. Graves, their slate-work being looked over by myself. On the whole, the result of the inspection may be regarded as satisfactory; but, to make anything of these schools, it will be necessary to establish training-schools in the chief town of every zillah, into which intelligent girls from Village Schools, willing to become teachers, may be drafted. Other books, too, might, I think, be advantageously substituted for some of those now in use; but this I propose to make the subject of a separate communication. Our first and most pressing necessity is a supply of good teachers."

124. *Unaided Lower Schools.*—These are "indigenous" schools. There has been a decrease during the year, according to the estimates sent in, of 221 schools and 2,108 scholars. The annexed detailed statement, furnished by the Inspector of the 3rd Circle, may serve as an index to the character of instruction given in these schools, of which that circle contains 1,423, with 15,559 boys :—

Year.	Languages studied.								
	English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi, Mahajuni, &c.	Bengali.	Mahrati.	Totals.
1867-68, ...	742	1,745	4,622	1,476	4,373	5,958	87	44	19,047
1866-67, ...	1,151	1,807	5,700	1,444	5,215	6,482	90	113	22,002
Increase, ...	...	...	...	32	...	...	...	...	...
Decrease, ...	409	62	1,078	...	842	524	3	69	2,987

Mr. Griffiths explains that the totals are larger than the actual attendance, because boys who learn two languages are counted twice over.

124*a*. Another interesting feature in the returns of this circle is a novelty in the shape of three *unaided* Girls' Schools *indigenous*. These have been started by the orders of the Maharaja of Vizianagram, and are reported to contain 167 girls already. It is to be hoped that other Native Princes of influence may issue similar *orders*, with similar results. The Inspector hears that this is "only a beginning."

124*b*. The Inspector of the 2nd Circle makes the following interesting observations on the character of these schools in some of the district towns. His account of the way in which the *amla* prepare their sons and relations for Government employment as their successors in office corresponds with what I have myself noticed occasionally.

As regards the registration of this class of school in future, I propose to relieve my returns by entering as schools only those where the attendance is ten boys and over on the average.

"A large number of indigenous schools are nothing more than remnants of abolished Halqabandi Schools, kept on by the teacher and zemindars in hopes that a better attendance and improved instruction will lead the Deputy Inspector to restore the teacher's stipend. In these the course of studies will, of course, be that laid down for Halqabandi Schools. Retired or discharged Halqabandi Teachers, again, often set up a school in a tahsili town, where, strange enough, they manage to pick up a decent livelihood out of the fees they charge. In Kasgunj I found two such schools within a few doors of each other, and the fees taken by both the teachers were higher in rate than at the Government School close by. Enquiring into this, I found that both schools were filled by boys who, having for the most part satisfied their Hindi wants in the Government School, come here to finish off with a little Mahajuni and bazar accounts—the sole subjects taught in the majority of the indigenous schools which I have seen. The two schools together must have numbered over forty boys, some of them very well dressed. The teachers informed me that they discouraged little boys without any instruction from coming, as they occupied too much of their time and labour. Beginners they persuaded to go to the Halqabandi School. I noticed, however, several little boys among their pupils, but the presence of these they excused by saying,—'We are obliged to take a few little ones, for fear parents should get displeased and remove the elder brothers.' In some tahsili towns the Tahsili *amla* will club together and engage a man to teach their children Urdu and Persian after the national method, rather than submit them to the discipline and curriculum of the Tahsili School. In such

amlas' schools there are usually no classes, and the boys for the most part choose their own text-books, the object being to read and write the Persian character fluently, without reference to grammar or a comprehension of the subject-matter. With Urdu and Persian reading a little Arithmetic is sometimes mixed, or even field-measuring and plotting But History and Geography are never taught! Indeed, it is the presence of these in the Tahsili School course which makes the *amla* prefer a school of their own. Their wishes in this respect ought not, in my opinion, to be very much considered, for they are a shifting body, liable to be transferred from one tahsil to another; whereas the children of the townspeople, for whose benefit Tahsili Schools are chiefly meant, are a fixed population, with many and various vocations in life before them. For these a varied and general course seems the proper thing, although it may include, as the Tahsili School course does, History and Geography, and much other knowledge not required by the future mohurrir Indigenous schools, then, so far as they are secular, do not appear to me to indicate any great effort on the part of the people to take their education into their own hands. If the sectarian schools could be cast out, the 1,161 schools returned would, no doubt, be greatly reduced. Many that remained would be more nominal than real, for among the total there are included as schools small collections of boys, numbering no more than one, two, or three units, who learn to read in their private homes, under a family servant, rather than a teacher. In the large cities there are, I believe, a great number of Persian schools, some probably very good seminaries, and in all towns boys are to be found attending *chatshalas* for the learning of tables and the buneah's hand. Even in villages the putwari generally collects a few lads about him, on whom he stereotypes his own system of accounts and his own errors of dialect and spelling But, for correct reading and writing by the mass of the people of the two spoken vernaculars of the country, Hindi and Urdu, indigenous schools make small provision, and for a knowledge of the principles of arithmetic they make none. As these three things are the essentials of all sound systems of education, failing in these (as they mostly do), indigenous schools may be said to fail utterly "

125. I was much pleased with what I saw of the excellent *Normal School* for Native Christian Teachers at Seegra, under the Rev. J. Leupolt and Mr. Trensch. Young men, trained as the inmates of this school are, and taught accomplishments as well as books, will be an acquisition in the extension of any system of education among the Native Christian populations; and in private Vernacular Schools in their neighbourhood. Their performances, both of vocal and instrumental music, under Mr. Trensch's leadership, were very creditable to their teacher and themselves.

SECTION VI.—SCHOLARSHIPS.

126. Of the Rs. 20,000 allowed for scholarships, Rs. 15,600 have been allotted to the Upper Institutions, leaving a balance of Rs. 4,400 for expenditure in scholarships to boys from Zillah and other Schools who are willing to proceed to one or other of the colleges. Last year Rs. 3,447 only were thus assigned, and the sum was insufficient. In order to effect the necessary reduction, I have lessened the number of scholarships given to the College Departments, by excluding from the privilege all students who passed the Entrance Examination of the Calcutta University in the 3rd Division, and by generally requiring a higher standard of merit as qualifying for scholarships throughout. I regard this measure, notwithstanding the tendency it has to prevent present increase in the number of College students, as beneficial, for the following reasons :—

(1.) It removes the impression abroad among the students that any one who passes the Entrance Examination, or any other examination, has a *right* to a scholarship, and that of a fixed value.

(2.) It will tend to increased diligence in study, and consequent diminution of the greatly too large proportion of boys who pass in the 3rd Division,—that is, *just scrape through.*

(3) It will check the tendency to send up boys for the Entrance Examination before they can expect to pass *with credit.*

127. I propose during the year to submit a scheme for generalizing the allotment of scholarships by fixing the number assignable,—that is to say, by offering for competition so many scholarships, and no more, as is the practice in European universities.

128. I annex a comparative view of the allotments for the past two years in detail :—

		1867.	1868.
		Rs.	Rs.
Agra College, ...	College Department, ...	2,196	2,304
	School " ...	1,068	900
Bareilly College, ...	College " ...	1,968	2,016
	School " ...	600	1,236
Benares College, ...	College " ...	3,984	3,000
	School " ...	1,548	1,620
	Sanscrit " ...	2,616	2,616
Ajmere School, ...	College " ...	780	660
	School " ...	432	384
Etawah School, ...	School " ...	528	384
St. John's College, ...	College " ...	552	480
Jay Narain's College, ...	College " ...	72	...
Special Prizes, ...	... ...	209	...
	Total Rs, ...	16,553	15,600

129. From this it is satisfactory to notice that, notwithstanding the rejection of 3rd Divisioners, the College Departments of the Agra and Bareilly Colleges earn more money this year than last. A marked improvement in the School Department of the Bareilly College, but a falling off in that of the Agra College, are also observable. At Benares, the School Department shows better, and the College rather worse, than last year. The Ajmere and Etawah Schools are unfavourably affected.

130. In connection with the above remarks, I notice that the number of scholars in the College Departments of the four Upper Institutions is 52, against 65 of last year, by reason of the rejection above mentioned, but that the average value of the monthly stipend paid is one rupee higher. We have now undoubtedly a worthier set of scholars. In the School Departments, the number of scholarship-holders has risen from 67 to 71 for the above four institutions and Etawah, and the average value of the scholarships is about one-sixth of a rupee higher, which proves greater success in passing the Departmental Examination.

Section VII.—Government Employ.

131. The amalgamated statement prepared in your office of persons employed for the first time in 1867 in the various Departments of the Government, North-Western Provinces, furnishes the following statistics having reference to the character of the education received by the *natives* employed :—

Departments.	No. of Appointments.	*Employés Educated.* At Government Schools.	At Aided Schools.	Privately.	Percentage of persons privately educated.	Average value of appointment.
						Rs.
Judicial, ...	13	5	4	4	30	60
Revenue, ...	46	26	1	29	63	18
Public Works, ...	29	22	1	6	20	24
Police, ...	55	11	5	39	70	28
Jail, ...	13	11	1	1	8	29
Education, ...	82	61	9	12	14	32
Total, ...	238	126	21	91	38	

I remark upon this schedule as follows :—

(1.) Out of 238 natives registered as having entered the service of Government in 1867, in appointments worth more than Rs. 10 monthly, 139 are *Hindú*, and 99 *Musalmán*,—that is, some 58 per cent. Hindú *only** to 42 per cent. Musalmán. In 1866, the proportion was 70 to 30, but the number of appointments vacant was 130 only.

(2.) In 1867, about 62 per cent. of the natives employed were educated at Government or Aided Schools, against 56 of the year before.

131*a*. I have frequently had cause to thank Mr. Webster (Magistrate of Saharunpore) for help given to schools and school-building wherever he has been posted, and I have now, in connection with this section, to mention his having offered me, as head of the Education Department, the nomination to a vacant *tahsildárship* in his district during the year under review. I would rather *not* have the responsibility of nominating tahsildárs, but the offer expresses a desire to carry out what I believe is seriously intended by the Government,—*viz.*, the advancement of educated natives to responsible positions,—and I give it prominent notice.

131*b*. His Honor's recent orders on this subject have given the satisfaction that was to be expected, and there is no actual bar to the ambition of natives to hold good appointments under Government but their own indolence in qualifying themselves for service. The point of *qualification*, in these days of regulations and formal administration, is the important one; and all native officials who hold a good character and pass highest in the various tests should receive advancement as a certainty when the opportunity occurs.

Section VIII.

132. On the study of English as a language, the results for the year under report show the number of persons studying English in schools, both Government and aided, to be 14,541, against 13,355 of last year. The annexed schedule shows the numbers in detail. In the colleges, both Government and aided, the upper section of the students are under-graduates of the Calcutta University, reading for the Middle and Degree Examinations. In the schools, both Government and aided, the standard which is worked up to is that of the Matriculation Examination of the same University. The number of students who went up for the last examination of this kind (*viz.*, that held in December, 1867) from all schools as above distinguished, including the School Departments of the Colleges, which work up to this standard, was 102, of which 68·62 per cent. passed. Although a large proportion (*viz.*, 38) of this number passed in the 3rd or lowest Division,—that is, only just "scraped through,"—I think the result not unsatisfactory. The probability is that either the boys who failed were sent up too soon, or were indifferently prepared,—the tendency of native students, unless they are kept closely to their studies, being to learn just so much as they think will carry them through the desired examination and win the certificate. Few of such boys are inclined to continue their studies for the further examinations, and none now receives encouragement to do so in the shape of scholarship allowances.

Schools.		Number.
Government,	1. Colleges, ...	1,113
	2. Zillah Schools, ...	2,389
Aided, ...	1. Colleges, ...	1,161
	2. Schools,† ...	9,878
	Total, ...	14,541

† Includes schools managed by the Department, but maintained on the grant-in-aid principle.

* Considering the relative bulk of these two chief sections of the native community, and the fact that *Hindú* chiefly resort to Government for education, the fact that 42 per cent. Musalmán received employment indicates that a preference has been given to the latter, for reasons unconnected with educational fitness.

133. The best way for the public to judge of the state of the knowledge of English in the schools of these Provinces is, therefore, to inspect the subjects of study for these Matriculation Examinations and the questions set. I quote here the subjects for 1867; the Examination papers may be seen in the University Calendar:—

"*English Language.*—Pope's *Iliad*, Book VI.; *The Deserted Village*, by Goldsmith; *Helps' Essays*, Part II.; Goldsmith's *Animated Nature*, Chapters 10, 11, 12; *Essay on Wellington*, by Bayne; and *Useful Arts*, by Martin.

"*History and Geography—learned and tested in English.*—Outlines of Ancient History, and History of India, and General Geography.

"*Mathematics—also learned and tested in English.*—Arithmetic, Algebra up to Simple Equations; Euclid, first four Books.

"*Second Language.*—Urdú, Hindí, Arabic, Persian, or Sanscrit. Subjects chosen in each."

The examination lasts four days.

134. I am of opinion that this *ultimatum* cannot be attained by boys who have been less than seven years under instruction, and even in that time only by naturally clever boys well taught. An ordinary boy many perhaps pass in the 3rd Division in a shorter time, but the state of intellectual advancement indicated by his position will be unsatisfactory, and he will be unable in two years more, as a general rule, to master the higher course of the next examination. A boy who begins English at the age of twelve, whatever his previous acquirements may be, cannot expect to matriculate *with credit* until he is twenty years of age, and then he must be well taught, obliged to be regular at school, and generally work very hard. And, considering the amount of learning he has acquired by the time he has passed the rubicon, it must be allowed that he is of little use to native society in its present condition, except as a teacher of what he has learned himself. As a Government servant, on the other hand, if he is placed in good hands, and not allowed to fall into the *dustoor* of those around him, his habits of study, and early isolation from the dissolute practices of the idle youths of native cities, will generally make him intelligent and trustworthy. If, again, instead of going out into the world, he remains to study further, all tutors remark that his capacity for imbibing knowledge and his *comprehension* generally expand much more freely than before,—that he seems, as it were, to get rid of the trammels and impediments of learning in a foreign tongue, and to study with some pleasure and enthusiasm. Were it possible to secure the attendance at our Colleges of the sons of the wealthier inhabitants, or of men who have not to work for their living, a literary and really well-educated class would soon be formed in native society,—men with whom English gentlemen need not scruple to interchange civilities. All this is a work of time, and no amount of forcing will bring the results nearer to us. Judicious development, and not frequent change, of system is the true policy.

135. A petition, dated August 1st, 1867, from the "British Indian Association"* at Aligurh, was received by the Government of India, and answered, without reference to this Government, in terms which leave nothing to be desired. It is unnecessary here to discuss the motives which prompted the submission of this petition, which bears the signature of *ten* persons only, and cannot be said to represent public opinion. The views expressed are those of men who view with dislike the present Calcutta University system, which grants its honours to persons who know English well as a *sine quâ non*; but much that is said is worthy of attention, and the development of the vernacular into a vehicle of literary communication and improvement is well insisted on. I do not think it fair to assume that the vernacular has been or is neglected by the Calcutta University: at any rate, as far as these Provinces are concerned, the students who have gone up for the University Examinations have

* This "Association" would seem to have sprung out of the Aligurh "Scientific Society," set on foot by Syud Ahmed Khan, and its proceedings and correspondence appear in the Society's Journal called *Akhbár-i-Scientific Society, Aligurh*, a notice of which will be found in my Report on the Native Press for 1867.

passed with credit in most cases. My memorandum on this subject, together with a paper by Babú Sivá Prasád, whose experience, intelligence, and position,—and, more than this, *the actual good service he has rendered to the cause of vernacular education in books and schools*,—entitle him to be heard, are inserted in the Appendix B., for reference. He points out what are certainly all but misstatements in the Aligurh petition; and though I do not quite agree with him in one or two points, I consider the paper valuable and interesting. With reference to the heading of this section, I quote as follows from the Aligurh petition :—

"It is an indisputable fact that a study of those sciences and those languages which are only prevalent in Asia is wholly insufficient for the advancement of our knowledge or the enlightenment of our minds, while it is no less certain a fact that, to obtain these advantages, there is no better way than to study the English language, and through it to gain access to the richest treasures of modern thought and knowledge. And it is for these reasons that we all agree in considering that the Government policy connected with the introduction and diffusion of the English language into this country has been well conceived, and should be steadily carried out."

136. I conclude the remarks made under this section by stating my opinion that (1) the time has not yet come for the establishment of a separate University for the North-Western Provinces : (2) a Vernacular Department in the Calcutta University would answer all just demands for higher education in the vernacular.* When Upper India is placed under a separate Governor, and when native society shows itself willing to create educational or other philanthropical endowments, instead of wasting money on pilgrimages, and *pùja*, and marriage festivals, I think a University worthy of the name, involving residence, *esprit de corps*, and encouraging physical as well as mental training, may be founded.

SECTION IX.—BOOKS.

137. The sales of the year under review have been comparatively large. Dr. Walker reports that more than *two lakhs* of books have been sold, at a total value of Rs. 46,000,—and this at a profit sufficient to meet charges and deterioration, &c. The average selling price of educational works, roughly calculated, is therefore about 4 annas a volume. Last year the sales were 162,609 copies, at a cost of Rs. 23,170 (for eleven months).

138. I give Dr. Walker's report *in extenso* below :—

"There have been sold during the past year 256,590 copies of educational publications, the value of which, you will observe, is Rs 46,338-3-10. The cost price of the books, &c, sold was Rs 31,117-11-7; so that a profit (all over head) of a little over 48 per cent. has been realized on the sales. This, as you are aware, meets the charges on account of discount, packing, and postage, and leaves a considerable margin over and above to meet losses in transit, deterioration of stock, &c.

"The balance-sheet gives in detail the names of all parties having accounts with the Depôt. Very many of them are officers of your Department; many more are Superintendents of Aided Schools, who receive credit on the conditions laid down in your letter No. 1800, dated 29th January, 1866. I have had little fault to find with the way in which the monthly statements of accounts are submitted and remittances made. The outstanding balance has fallen from Rs. 15,261-11-2 on the 1st April, 1867, to Rs. 12,069-13-2 on the 1st April, 1868, and there is no item whose recovery is in the least doubtful. The principle acted up to in the Depôt—namely, to regard all issues from stock as *boná fide* sales, and to permit of no returns into stock, except under your orders and under very exceptional circumstances—is, I think, the only sound one on which to carry on our transactions. In former years, paid book-mohurrirs kept stocks of educational books, and sold them as local agents in these Provinces; and even now, I believe, in Oude, stock is issued on commission sale to different parties scattered over the country; but I venture to think that the sales were not more extensive under those systems than under ours, where the recognized agents are merely *wholesale purchasers*, who find the reward for their trouble in the discount allowed to them, and who accept all risk of stock deteriorating, as it must do when kept in a book-agent's shop in a dusty bazaar.

"I am happy still to have to report local native booksellers amongst the purchasers of educational publications. In Shahjehanpore, Moradabad, Benares, Allahabad, Saharunpore, Bareilly, Meerut, and Azimgurh, there are shops in which many of the publications of your Department are to be purchased. I look on this as a sign that there is a demand, however small, arising for such books beyond the schools of the Department, and I regard it as a proof that the correct, well-printed editions issued by your Department are able to hold their own as to price with the incorrect and indifferently-printed issues of the Native Press."

* A student who learns his History, Geography, and Mathematics in his mother tongue, would undoubtedly get up the course discussed in para. 133, above, in less time than he who learns all in English. A Vernacular Department should be established in the Calcutta University for examination in these subjects only. English would have to be studied, as before, to qualify for an English degree.

139. I add here a list of books printed and purchased in the year :—

No.	Name of Book.	Number of Copies	Cost. Rs	As	P	Remarks
1	Jugut Bhoogol, Part I, ...	2,000	219	6	6	
2	Jawahir Munzoom, ...	500	68	10	7	
3	Talim Kitabut, Part I, ...	500	47	10	0	
4	Hikait-ul Soalahat, ...	1,000	111	8	0	
5	Risalah Uruz, ...	1,000	133	10	4	
6	Ishwarta Nidarshan, ...	2,000	169	0	7	
7	Dustoor-ul-Irkam, ...	2,000	250	3	0	
8	Gunit Purkash, Part III., ...	10,000	583	12	3	
9	Ainah Tarikh Numah, Part II., ...	5,000	1,195	3	6	
10	History of Greece, in Urdu, Part I, ...	50	31	4	0	
11	Ditto ditto, „ II, ...	50	43	12	0	
12	Dustumbo, ...	500	125	0	0	
13	Jowhr Uql, ...	150	60	15	0	
14	Outlines of Geography, ...	500	82	0	6	
15	Ainah Tarikh Numah, Part I, ...	5,000	1,192	15	0	
16	First Geopraphy, ...	3,000	281	4	0	
17	Kshetra Chundrka, Part II, ...	10,000	1,585	1	9	
18	Misbah-ul Masahut, Part II, ...	10,000	1,675	2	0	
19	Keene's History of the Mogul Empire, ...	100	500	0	0	
20	Boodh Falodeh, ...	10,000	397	6	11	
21	Balboodh, ...	30,000	956	9	0	
22	Wilmot's Trigonometry, ...	200	450	0	0	
23	Saunders' Almanac, ...	2,000	500	0	0	
24	Manara Dhurm Sar, ...	2,000	255	15	6	
25	English Reader, No. II., ...	3,000	253	13	8	
26	Buchoun-ka-Inam, ...	2,000	62	8	0	
27	Qissah Dhurm Singh, ...	10,000	412	2	8	
28	Tushrih ul-Huruf, ...	50,000	2,590	5	3	
29	Risalah Qusoor Asharia, ...	2,000	136	0	1	
30	Mukhtasir Sair Inglistan, ...	5,000	357	2	5	
31	Chitr Kari Sair, Part II, ...	1,000	102	1	0	
32	Kissah Sandford and Merton, ...	5,000	1,024	1	8	
33	Bhooj Prabund Sar, ...	5,000	795	9	3	
34	Bama Munrunjan, ...	5,000	654	11	9	
35	Suta Sikshawali, Part I., ...	200	28	2	0	
36	Ditto ditto, Part II, ...	200	18	12	0	
37	Vanjan Prakar, ...	200	28	2	0	
38	Boodh Prakash, ...	200	18	12	0	
39	Urdu Version of Government Resolution and the Director's Letter.	3,000	150	0	0	
40	Catalogue of Coins, ...	500	125	0	0	
41	Urdu Grammar, Part I., ...	730				
42	Ditto, „ II, ...	665	139	6	0	
43	Ditto, „ III., ...	67				
44	Umsal bemesal, ...	200	50	0	0	
45	Qaidah Ungrezi, ...	5,000	263	12	6	
46	Guldustah Ikhlaq	5,000	625	0	0	
47	Risalah Quwaid Urdu, Part III, ...	2,000	595	8	3	
48	Landmarks of History	150	187	8	0	
49	Tahrir Uqlaidus, Part I, ...	5,005	1,474	5	3	
50	Gunnit Prakash, Part I, ...	10,005	1,220	10	0	
51	Vidiankur, ...	10,005	1,219	13	6	
52	Map of two Hemispheres, ...	2,005	167	11	3	
53	Risalah Quwaid Urdu, Part IV., ...	1,003	325	12	2	
54	Readings in English Poetry, 2nd Series, ...	1,005	71	2	9	
55	Locke's Letters on Toleration, ...	25	79	8	0	
56	Qanoon-ul Mudersein, ...	100	95	0	0	
57	Miftah-ul-Adab, ...	1,500	375	0	0	
58	School Dictionary, ...	100	75	0	0	
59	Markham's Epitome on Laws and Regulations, in Urdu, ...	40	200	0	0	
60	Sherring's Sacred City of Hindoos, ...	50	375	0	0	
61	History of India, by J T Wheeler, ...	50	450	0	0	
62	Ditto, by Sir H. W. Elliot, ...	50	450	0	0	
63	Story of the Three Giants, ...	100	9	6	0	
64	Sanscrit Grammar, ...	500	250	0	0	
65	Gulshan Ukhlaq, ...	100	25	0	0	
66	Chambers's Copy Slips, Nos. 1 to 9 and 12, ...	550	165	0	0	
67	Cassell's Euclid, ...	200				
68	Zamima Miftah ul-Adam, ...	1,500	234	6	0	
69	Grade Lessons, No I, ...	2,000	375	0	0	
70	Ditto, No II., ...	2,000	582	8	4	
71	Marshman's History of India, ...	50	50	10	0	
72	Risalah Goi Chougan, in Hindi, ...	500	127	9	0	
73	Pind Chundrka, ...	2,005	259	6	0	
74	Gam Chalisi, ...	5,005	92	4	9	
75	Siksha Munghri, Part I., ...	5,003	436	12	9	
76	History of Ltah, ...	1,005	140	8	5	
77	Putr Malka, ...	20,005	335	11	0	
78	Dilbahlao, Part I, ...	5,005	286	5	2	
79	Umaidwar's Manual, Part I, Settlement, ..	3,000	750	0	0	
80	Ditto ditto, „ II A, Moffussil Revenue, ..	3,000	750	0	0	
81	Ditto ditto, „ II B, Sudder Revenue, ...	3,000	750	0	0	
82	Ditto ditto, „ III, Criminal, ...	3,000	750	0	0	
83	Ditto ditto, „ IV A, Police (Senior Department),	3,000	750	0	0	
84	Ditto ditto, „ IV B, Police (Junior Department),	3,000	750	0	0	
85	Ditto ditto, „ V., Civil and Sessions and Pleader's Manual, ...	3,000	750	0	0	
	Total, ...	301,133	34,834	3	3	

140. To the above it only remains to add an abstract of the Inspectors' returns of the number of books actually disposed of by them during the year under review circle by circle :—

Circles.	Number of Copies sold.	Amount.		
		Rs.	As	P.
1st Circle, ...	33,267	4,635	5	7
2nd „	43,934	5,257	3	10
3rd „	30,080	4,889	4	5
4th „ (Kumaon and Gurhwal,) ...	5,766	853	1	8
5th „ (Ajmere,)	4,640	544	4	0
Total, ...	117,687	16,179	3	6

Conclusion.

141. I have endeavoured in the above paragraphs to represent the actual state of education in these Provinces, as far as the condition of the schools, Government and aided, is concerned. That the colleges are working well is, I think, testified by the reports of the Examiners, printed in Appendix A., and by the results of the Calcutta University Examinations. The number of students is small, but seems to be steadily increasing, and the institutions are gradually assuming a more collegiate character, by the removal of the lower classes to Lower Schools. The boarding-houses attached to them have maintained their character as most useful adjuncts to the system, and nothing has occurred to disturb my confidence in their management. The Law Class at the Agra College has begun to prosper under the efforts of the Professors, and I have every reason to hope that its influence will soon be recognized and extended. The statements in paragraph 30 are interesting as showing the extent to which country education in the Vernacular Schools chiefly is beginning to affect the masses. The population is so large that it is clear the maintenance by Government of a single Vernacular School in each tahsildári, and the existence of a limited number of Village Schools on the School Cess Fund in each district, can never affect more than a small fraction of the people ; and I am of opinion that the creation of more Tahsili Schools, and the doubling by Government of the cess collections,—that is, by the Government contributing twice as much, instead of as much, as the zemindárs—are the obvious resources for extending vernacular education among boys and girls in the masses to a really sensible extent. But the statement in paragraph 31 is the best representative of progress. The Higher, Middle, and Lower classes of Schools registered therein, are better balanced than heretofore. Instead of four Higher Schools, two Middle, and 3,000 odd Lower Schools, this statement shows 6 Higher, 20 Middle, and 3,000 odd Lower Schools. All have, moreover, been brought under stricter rules of discipline and fee-payment, and increase in the attendance has been sacrificed to regularity in management, which I consider a very important element in our system. To maintain an attitude of respectability in this respect is most necessary. The value of education is raised in the eyes of the people, and, by keeping out the poorer and under-bred, we offer an inducement to the upper classes to enter our schools. The average number on the rolls of the Higher Schools is 310, and of the Middle-class Schools 84, which is quite enough for their establishments to manage. In the latter, or Lower Schools, the number of schools has been curtailed, as a matter of necessity, on account of want of funds, and the same attention to regularity in the observance of prescribed rules has been observed. The average number on the rolls of a Tahsili School is 70, and this is quite as much as the sanctioned staff can undertake. In Halqabandi Schools the average number is 30, which is the maximum number capable of successful management by one teacher, and he a man generally but poorly equipped for the duties of an instructor of youth. The number of Female Village Schools has been reduced for

want of funds, but the low condition of many of them makes this a matter of small regret, and the decrease is fully counterbalanced by the establishment of one more Normal School for Mistresses.

142. The progress of Aided Schools is, I think, fairly satisfactory. My list (Section 5) contains 271 schools assisted by Government on the grant-in-aid principle; and when I mention that in 1862 there were only 9 schools thus aided, it will be seen that the growth of enterprise under this head has been considerable during the last few years. The appointment of an Inspectress of Girls' Schools was made during the year under review, and her first report has been given *in extenso*, under Section 4, as far as the schools maintained by the Government are concerned. Her encouraging account of the Female Normal Schools is the most satisfactory feature of the report.

143. I have much pleasure in requesting to be allowed to convey an expression of the approbation of Government to the chief officers of the Department :—Mr. Lloyd, Inspector of the 2nd Circle, who also did work as Professor of Literature in the Agra College ; Mr. R. T. H. Griffith and Babú Sivá Prasád in the 3rd Circle, ; Mr. J. Goulding in the Ajmere Circle, who also held the office of Superintendent of the Ajmere School ; and Mr. Platts, Assistant Inspector in the 2nd Circle. I have also to mention Mr. Howell, C.S., who officiated as Inspector in the 1st Circle during part of the year ; likewise Messrs. Griffith, Templeton, and Deighton, the Principals of the Benares, Bareilly, and Agra Colleges, and the Professors and Head-masters of these institutions; and Dr. Walker, the Curator of Books.

I have the honour to be,
SIR,
Your most obedient Servant,
M. KEMPSON,
Director of Public Instruction, N.-W. P.

APPENDIX A.

REPORTS OF THE EXAMINERS FOR THE YEAR 1867.

FROM

C. R. COOKE, ESQUIRE, B.A.,

Examiner in English Literature,

To

M. KEMPSON, ESQUIRE, M.A.,

Director of Public Instruction, N.-W. P.

DATED AGRA, THE 7TH JANUARY, 1868.

SIR,

I HAVE the honor to report on the Annual Examination in English Literature of the Colleges and Schools of the North-Western Provinces, held in December last. The Classes examined were the 3rd Year and the 1st Year of the College Department, and the 2nd and 3rd Classes of the School Department. Two papers were set for each class in the subjects prescribed for the year's study, and the College Classes were in addition required to write an essay on one of three given subjects. Having examined now in the same subject for two consecutive years, I am in a position to observe improvements and defects. I am glad to find the balance in favor of the former. I can perceive very manifest improvement in the spelling and handwriting of the School Classes. Last year I had to complain of several very slovenly papers; now I do not find a single one marked for special censure in this respect. One fault, however, which still continues to exist in these classes I must not omit to notice. It is this: they will not understand that irrelevant matter is worse than useless, but persist in introducing pages of writing totally unconnected with the question in hand. This practice not only entails a waste of time to the student, but also is a source of disappointment to the examiner, when, after wading through a mass of writing, he finds he cannot give a single mark. Also, I cannot help thinking that, with but ordinary care, the purport of the question need not be so frequently misunderstood. For the boys of the 3rd Class there certainly is some excuse, as most of them have never before, I believe, been tested by a written examination. I find, however, this careless misunderstanding of the questions shown not only by the School Classes, but even by the men who are matriculated students, and will soon be graduates, of the Calcutta University.

It is to be observed that higher marks are gained, as a rule, in the Poetry papers than in the Prose, and for this reason, that the latter generally contain more grammatical questions, which I have always found to be the great stumbling-block to native students. I will now proceed to remark briefly on the work of each class separately.

THIRD YEAR CLASS.

Benares.—There are only three men in this class, all of whom come from Benares. The trio is a very fair one, but I do not think there is any especially clever man among them. They have all done the grammatical portion of the Prose paper well, but I think the subject-matter of Campbell's *Philosophy of Rhetoric* requires to be *more thoroughly* got up. Those questions which should be answered from the book are either done in a confused way, or disposed of in a couple of words. For instance, not one of them correctly defines the terms Synecdoche, Metonomy, and Antonomasia, though they are fully explained in the book. Again, Aditya Ram Bhattacharjee answers the

first question, "What do you mean by purity in style?" thus: "Purity in style is grammatical truth;" which I take to be no sufficient explanation. The paper on Shakespeare was fairly done, though none of them are able to quote correctly from the "Midsummer Night's Dream." In the question on Prosody, Aditya Ram gets full marks; Lakshman Shankar about half; and Mohendra Nauth Dutt none at all. The essays are all very fairly expressed productions. Aditya Rám has written a great many pages. His paper gives some evidence of thought and study, but might with advantage have been condensed. It contains some slips in grammar and spelling. The matter of the other two essays may be put down as equally ordinary. Mohendra Nauth Dutt is the more careful of the two in spelling.

FIRST YEAR COLLEGE CLASS.

Agra.—This is a very good class, and contains several men far above the average. Gunga Saran is *facile princeps*, and makes 65 per cent. off the three papers. His essay is not equal to what I, judging from his other papers, expected of him; and this reduces his percentage marks, for in the two other papers he gains 72 out of 100. In the Poetry paper he has attempted everything, and given very full answers, especially to that question in which he was required to interpret the allegory contained in the "Castle of Indolence," showing that he has studied the poem with much care. In the Prose paper a passage was given for analysis. He has done it perfectly, and makes full marks. He has also answered the grammatical questions very ably; he has, however, lost several marks by careless spelling. Shankar Lall stands second, and shows by his manner of writing out that he has read *The History of Columbus* with some interest. His analysis is also very fair, but is somewhat wanting in clearness and method. The grammatical questions are well answered by all these men, except Jwala Prasada and Raj Koowar. The last named has done the smallest quantity in each paper, and expresses himself very badly. With the exception of Shankar Lall, they have all chosen the subject of "Commerce" to write on, and I do not think any one of the essays calls for any special remarks. Budha Mull has sent in a somewhat rambling production, though not ill-expressed in parts; and Kally Kanto's paper may be said to be the most original, though there is very little originality displayed by any of them. I find that this class has a better knowledge of grammar and a clearer idea of analyzing a passage than men of the same standing in the other Colleges.

Bareilly.—The two names which belong to Bareilly appear very low in the list. The papers sent in by them are rather below the average. Ranjit Singh has in his Prose paper written a good account of the Portuguese discoveries, and does not express himself badly; but both he and Enait-oollah fail in the grammatical portion of the papers, and require practice in analyzing. Their essays are very brief.

Benares.—Here are several very good papers in Poetry, and I may especially mention Seotal Prasad Chatterjee, Mohendra Nauth Chukerbutty, Sura Nauth Chatterjee, and Suresa Chandra Deva, as worthy of commendation. Had they succeeded as well in the Prose paper, the Benares average would have been certainly the highest. As it is, however, the Prose paper has been a thorough failure, and that especially in the answers to the grammatical questions. Not one man in the class has done the analysis successfully, and many have not attempted the passage. Mohendra Nauth Chukerbutty, who is mentioned above for his good paper in Poetry, and who has sent in one of the best essays, makes no attempt at the question in Grammar. Raj Kishna Mittra has written a miserable production; some of his answers are simply ridiculous. In one place he says, "the English Alphabet is *insufficient*, for there are many *superfluous* letters, as x, z, &c. Akshâyâ Kumar Mittra has written a good paper on the national advantages of commerce, but he indulges rather too freely in metaphorical language. His essay contains some thought, and, expressed in simpler language, would be worth reading.

Several other papers on Commerce are good, and above the general run of the class.

Ajmere.—Of the two from Ajmere, Ram Ruttun is the cleverer man. He has sent in a very good paper in Poetry, and so has his class-fellow, Ram Jiwan; but they are both deficient in knowledge of grammar, and consequently do not make the marks they ought to make in the Prose paper. They have both written on Commerce, and their productions are moderately good. I think Ram Jiwan's rather the better of the two, though there is not much difference.

SECOND SCHOOL CLASS.

Agra.—The poetical subjects appointed for this class are Tennyson's *Lord of Burleigh* and Macaulay's *Horatius*. The latter poem has evidently been read with interest, as many of the boys write out the story well, and with some vivacity. Chunnee Lall has sent in a particularly neatly written paper, though the matter it contains does not gain very many marks. Basdeo Sahai and Mohun Lall have both done well. Nirotam Lall has written but little; and of that little, what was not incorrect, was badly expressed. Abdulla knows little of *Horatius*, and says that "Massilia's *triremes*" are the *meadows* of Massilia. In the Prose paper, the class generally has given the sense of the passages proposed for interpretation very fairly, but seem deficient in grammar. One or two easy sentences containing common errors were given for correction, but many have failed to catch the point of the question. For example, I find "It is him," and "It is your," given as corrections for "It is me."

Bareilly.—The best papers in this class are those of Bishen Lall and Badri Dass, both in Poetry and in Prose. The allusions are well explained by all; and, what is remarkable, is that the numerous proper names which occur in the paper, and which cannot be very familiar, are so correctly spelt. In both Prose and Poetry, the questions on the subject-matter of the text-books were well answered, and allusions clearly explained. The class gains a very good average, which would have been higher if the rules of grammar and the application of them were more thoroughly understood.

Benares.—I found very few papers in this class which may be called *bad*. In some of the papers, certainly, the answers were meagre,—*e. g.*, those of Bansi Lall and Gajadhar Lall in Poetry, and Manni Lall and Kishan Dass in Prose. The best papers in Poetry are those of Gadadhara Prasad, Chhedi Lall, and Sukadeva Bajapaye; and Madhava Prasada's paper is marked for neatness.

In Prose, I observed that the grammatical questions especially are answered throughout the class in very nearly the same terms—a fact which is an evidence of care on the part of both teacher and taught.

The reverse of what I remarked in the papers of the same class in the Bareilly and Agra Colleges, the marks are gained by these boys mostly in the grammatical portion of the paper. Their interpretation of passages is not so good as might be. The writing generally is neat; the spelling fair. The papers of Chunnee Lall and Bansi Lall are marked "Careless."

Ajmere.—The most noticeable feature in these papers is the bad spelling. They know their text-books very fairly, but fail in expressing clearly what they wish to convey; and in Poetry, Shiva Dayal and Piyara Lall are the only ones who have given the story of *Horatius* with anything like clearness. In Prose, Piyara Lall has written a good account of Columbus, which would have obtained full marks had it not contained so many mistakes in grammar and spelling.

Etawah.—The questions which involve the explanation of allusions and the interpretation of passages are very fairly answered throughout this class. Gowree Shankar in Prose, and Funeendra Ramanuj Dass in Poetry, are especially to be commended for good papers. Rugho Nauth, too, though he does not gain so many marks, shows a good knowledge of the book he has read. Chheda Lall and Brij Kishore have failed in explanation of the allusions as well as the interpretation of passages. The former interprets *wonders blindly*, by *astonishes ignorantly*.

THIRD SCHOOL CLASS.

Agra.—This class cannot boast of many who know much of the books they have read. There are certainly one or two good papers, but there are many very poor ones. Rughobir Saran has done well, both in Poetry and Prose. Jwala Prasad, 3rd, has sent in a good paper in Prose, but has attempted only one question in Poetry; which, however, he has answered correctly. Het Narain has done poorly in Prose, and very badly in Poetry. Some of his answers are curious. For instance, he says that the meaning of the word *swain* is *swiper*. It is difficult to say what some of these boys imagine a ship to be, and consequently their descriptions of a shipwreck are utterly beyond comprehension. Rughobir Dial says that the destruction of a ship may be caused in five different ways, and the last two of them I will give in his own words:—"Fourthly, if its two hands or wings may be thrown into water; and, fifthly, for the want of a body at the mast."

The grammatical questions are not well answered, and for this reason so many lose marks that the average is very small. The spelling and writing is fair.

Bareilly.—In Poetry, the papers are fair. The story of "The Boy and the Rainbow" has in most cases been very clearly given, especially by Ganga Dutt and Kanhya Lall. Only two—*viz.*, Nabi Ahmed and Ahmed Hossein—have attempted the question in Prosody. Moti Lall has sent in pages of pure nonsense. In Prose, most of them seem to have read the text-book carefully, and had something to say of the life of Sir Isaac Newton and his discoveries. Nabi Ahmed, however, called him a Greek philosopher; and Ramji Mull, 2nd, says that he died in 1896. These are instances of the recklessness of some of the answers. Several of the papers are marked for good spelling, and as many for bad. Kanhya Lall spells well, and has done a good paper in Prose, though not so much as he might have attempted. Keshu Ram and Ganga Sahai are both marked for disgraceful spelling. The last-named boy has done the grammatical portion of the paper very well. Pershadee Lall's production in Prose is worthy of notice. His description of a shipwreck is so close a copy of the account given in the *Prosa Reader*, that I was inclined to suspect foul play. However, on a more minute comparison with the book, I have come to the conclusion that my suspicions were unjust, and that the boy has done no more than learn the extract off by heart. He deserves credit for his diligence.

Benares.—This class has sent in some very good papers, and, as might be expected from the size of the class, some very bad ones too. I do not at all approve of what is called "paraphrasing," and think that it should be as much as possible avoided; still boys ought to be taught how to write out the *sense* of a piece of poetry in ordinary prose, by divesting the passage of figures, and restoring the words to their natural order. It is in this part of the Poetry paper that the Benares 3rd Class has failed. Some of the interpretations of the passage "The Alps are mole-hills to the waves of the sea" are ridiculous. Bhagwati's is this,—"The hills are made by moles, which is situated in the sea called Alps." Some of the spelling is very bad. Surely grammatical terms which are learned by heart should be spelt correctly; but Gunj Hazari Lall gives four of the moods as follows:—*Integative, Imparrative, Pottensial, Subjenative.* Govardhana Dass has sent in a very good paper in Poetry, and Prayaga Sinha in Prose: they both deserve especial commendation. Sri Narain Lall has done little or nothing.

Ajmere.—This class send in fewer sheets than any other; but in two cases—that of Ram Saroop and Kalyan Singh—the little they have done in Poetry has been done well. The former has sent in a very neatly written paper, and the latter's is marked for a good knowledge of grammar. The spelling throughout the class is very fair; the only paper marked as very bad in this respect is that of Abdul Rahim.

Etawah.—There is very little to remark of this class. Almost all the papers are below the average, and no boy gains full marks for a single question. The spelling is

fair, knowledge of grammar and power of interpretation poor. Bukhtawar Lall has sent in very meagre answers, and Maharaj Kuar writes and spells execrably.

I have herewith enclosed tables, showing the marks gained in each paper by each student; the number of students examined in each class of the several colleges and schools; and the average per cent. gained.

I have the honor to be,
Sir,
Your most obedient Servant,
C. R. COOKE,
Examiner in English Literature.

FROM

E. BARON, ESQUIRE, M.A.,
Examiner in Mathematics,

TO

M. KEMPSON, ESQUIRE, M.A.,
Director of Public Instruction,
North-Western Provinces.

DATED BAREILLY, THE 21ST JANUARY, 1868.

SIR,

I HAVE the honor of laying before you the Report of the Mathematical Examination held in December last.

2. The Senior College Class is composed of three Benares students, who were examined in the usual subjects,—*viz.*, Geometrical Conics, Dynamics, and Hydrostatics. The paper on Geometrical Conics contained seven propositions and three problems. The class has a sound and accurate knowledge of the book-work. Lukshmee Shunker, who is first on the paper, wrote out all the propositions, obtaining full marks for five of them, and a large proportion of marks for the other two. Aditya Ram and Mohendro Nauth Dutt have done less; but they, too, make few mistakes. Lukshmee Shunker alone tried a deduction, and he only did one, and that one by far the easiest of the three.

3. Lukshmee Shunker has also passed a very good examination in Dynamics and Hydrostatics, and has given proof of careful reading and unusual talent. He sends up answers to all the questions, and obtains full marks for many of them. Impact appears to be his weak point. He fails to explain the effect of an impulse on a body's velocity, and appears to confound it with that of a finite force. In solving the fifth question, he estimates the effect of the sudden tension of a string by the consequent velocity, instead of by the momentum: he also makes a mistake in resolving his forces; and, indeed, I could not give him many marks for his answer. I think, too, he himself will be surprised to hear that, in determining the motion of a ball after oblique impact on a smooth plane, he has actually stated that the motion of the ball perpendicular to the plane will be unaltered by impact, while that along the plane will be reduced in the ratio of e : 1, and has deliberately worked out the problem on this hypothesis. His investigation of the unit of weight in $W = g\ P\ V$, when one yard and five seconds are the units of length and time, is also faulty. My only reason for publishing these mistakes—most of which are, I have no doubt, due to the excitement of an examination, and would not have been committed in cool blood—is to warn him against repeating them in future contests. The paper was a testing one, and few indeed of our students could bear to have chronicled all the errors and omissions they might make in answering it. The above are the only faults in Lukshmee Shunker's answers, and but for them he would have obtained full marks on the paper. As it is, he has done unusually well, and has gained 38 out of 50 marks. His solution of the

barometric problem, which he alone has attempted, is remarkably neat and clear. The other two students have a sound knowledge of the principles of the subjects, though they carefully avoid impact. Aditya Ram has obtained nearly full marks for the units question; his error consists in neglecting to take into account the change in the unit of volume produced by the change in the unit of length. Mohendro Nauth Dutt appears to have little problem power.

4. On the whole, the class is a very promising one. Lukshmee Shunker has gained 69 marks out of 100, and the class has obtained the high average of 50 per cent.

JUNIOR COLLEGE CLASS.

5. *Algebra. Agra.*—Gunga Saran's papers are almost faultless. He answered all the questions, and had he not unwisely abbreviated his proof of the binomial theorem, would have obtained full marks on the paper. As it is, he gains 48 out of 50 marks. Only two marks behind him is Shunker Lall. He has left the last question unfinished, and has made slight mistakes in deducing the algebraic definition of proportion from the geometrical one, and in finding the number of permutations of "n" things taken "r" together. The Agra students generally have a good knowledge of the text, and all, except Raj Koomar and Jwala Prasad, have shown fair ability. Raj Koomar is the only one who has done badly.

6. *Benares.*—Mohendro Nauth Chuckerbutty is much the best algebraist in the Benares contingent. The rest of the Benares men have apparently little algebraic skill, though many of them have learned the book-work carefully and well. Chunnoo Lall sent up a great deal of nonsense, and Tej Chandra Mookerjee sent up scarcely anything.

7. *Bareilly and Ajmere.*—The two Bareilly students avoid everything in the shape of a problem. Enayat Ullah has a good knowledge of the text, with which Runjeet Singh is but slightly acquainted. Ram Jivan, of Ajmere, has a fair knowledge of the subject, and Ram Ratan has done passably.

8. *Trigonometry. Agra.*—The marks obtained by the candidates from all the Colleges are lower than those obtained in Algebra. This was to be expected, as the subject is comparatively new to the students. The Agra Class has again done remarkably well. Shunker Lall is first on the paper, and Gunga Saran close behind him. Shunker Lall solved neatly the last question—undoubtedly the hardest problem in the paper. He tried all the questions, but unfortunately several of his answers were faulty. In particular, I could not mark his geometrical proof that $\sin(A-B) = \cos 2B$, when A and B together equal a right angle. This question Gunga Saran solved correctly, but his construction was needlessly complex.

9. *Benares.*—Raj Krishna Mittra, of Benares, who is third in Trigonometry, and showed good mathematical ability, has obtained half marks for the same problem. He, too, is the only student who has found the unit of angular measurement when the sum of the measures of a degree and a grade is 1, though Shunker Lall, of Agra, made a creditable attempt to find it. Mohendro Nauth Chuckerbutty sent up a very good set of papers; he proved the series for $\log_e 2$. Siva Shunker Tewaree and Akshaya Coomar Mitter have shown a good knowledge of the book-work.

10. *Bareilly and Ajmere.*—Ram Ratan, of Ajmere, has a sound knowledge of the text, with which Ram Jivan and the two Bareilly students are passably acquainted.

11. The Agra contingent has shown the most originality, and the Agra average is by far the highest. Shunker Lall and Gunga Saran are first and second, having gained 82 and 81 marks respectively out of 100. They have decided mathematical power; and most of the Agra Class ought to pass the First Arts Examination after another year's training. Mohendro Nath Chuckerbutty, of Benares, is third, with 60 marks; and three or four of the Benares men are promising candidates.

12. As regards the lower half of the Junior College Class, I consider my results decidedly more favorable than those of the Calcutta examiners are likely to be. My papers contained an unusually large quantity of book-work, and it was easy for a student of no ability, who had worked hard, to obtain 25 or 30 marks upon them; and when a number of examinees are found avoiding problems, it is more likely that the test was too severe for them than that they failed from want of time. I fear much that the Bareilly and Ajmere candidates, and at least half of those from Benares, will not do us credit in future years. At the same time, I shall be only too glad if they prove me a false prophet.

13. The averages are as follows:—Agra, 45 per cent.; Benares, 33; Ajmere, 23; Bareilly, 26.

14. I am glad to see that the College students have given up that bad habit of purposely misunderstanding the examiner to which I alluded last year. In only one instance has information been volunteered which was not asked for, and this case I am willing to consider accidental. Ram Ratan, of Ajmere, has proved the binomial theorem when the index is a positive fraction, instead of when it is a positive integer. I only mention his name that he may avoid the mistake in future.

SECOND SCHOOL CLASS.

15. The Bareilly contingent has passed the best examination in Euclid. Irshad Ali is first on the paper, and Fuzzul Russool second. Eleven out of the twenty-two boys have done deductions, and the class has decided geometrical talent.

16. The Agra and Benares boys have a good knowledge of the text, and several of them have done problems. In so large a class as that of Benares, there are, of course, some failures. Bal Krishna, of Benares, only tried three propositions; two of them were quite wrong, and the third he only just commenced: thus I could only give him one mark for his morning's work. Ganesha Prasad, of Benares, did not even get one mark; he only attempted two propositions, and they were utterly wrong.

17. The Ajmere and Etawah Classes know the book-work pretty well, but have apparently little taste for geometry. Not one boy from Ajmere, and only one from Etawah, did a deduction.

18. The Agra and Bareilly examinees have a good knowledge of Arithmetic and Algebra, and decided ability. Bass Deo Sahai, of Agra, is first on the paper, and Runjeet Singh, of Bareilly, close behind him.

19. The Benares quota is very weak in Arithmetic. Many of the boys have done scarcely anything in the subject, while none have obtained high marks for it. Eight of the boys have done well in Algebra, and nearly half of the class have a fair acquaintance with it; the rest are very poor. Ganesha Prasad again fails to obtain a single mark.

20. Shiva Dayal, of Ajmere, has sent up very good papers; Bahadur Mull and Piyare Lall have done fairly, and the other three passably.

21. In the Etawah Class, Rugho Nauth and Gowree Shunker have done well, Buddri Pershad very badly, and the rest passably.

22. On the whole, the Agra and Bareilly Classes are much the best, and divide the honors equally between them. Bass Deo Sahai, of Agra, retains his position at the head of the list, with 70 marks; but Irshad Ali and Runjeet Singh, of Bareilly, are close on his heels, each having 69 marks. The Agra average is slightly the higher; but this advantage is counterbalanced by the greater size of the Bareilly Class. The contingents from Benares, Ajmere, and Etawah are about on a par. Much care has evidently been bestowed on the Benares contingent during the year, and it has

made a marked improvement. The averages are as follows:—Agra, 43 per cent.; Bareilly, 40; Ajmere, 33; Etawah, 32; Benares, 24. Average of the first eighteen Benares boys, 33.

23. I cannot too strongly urge upon the boys of the 2nd School Class, who will so soon have to go in for the Entrance Examination, the importance of neat and clear writing. Theoretically, a candidate ought not to lose marks for bad writing, and no conscientious man would deliberately take them off for it. But an examiner is human, after all; and when he has to look over many hundred papers in a limited time, as is the case at Calcutta, he must be strongly tempted to reject illegible answers; while, on the other hand, clean and well-written papers must be as welcome to his eye and brain, as is a well of pure water to the parched lips of the traveller in the desert. In this respect, the Agra and Benares papers leave nothing to be desired. The Ajmere and Etawah papers are tolerably neat, but those from the latter school are badly arranged. There is a very great difference between the best Bareilly writing and the worst. About half of the boys write neatly; and I may mention, as particularly deserving of commendation, Irshad Ali, Baij Nauth, Bishen Lall, and Mudun Mohan. The rest write very badly. Runjeet Singh's writing is infamous, and this is the more to be regretted, as his mathematical ability is very good. Muthra Pershad's Euclid papers are very trying to an examiner, being at once hard to read, and sent up without any attempt at arrangement. Fuzzul Russool has a good knowledge of Arithmetic and Algebra, but his answers are almost illegible.

Third School Class.

24. The boys of this class have a thorough and accurate knowledge of the text of Euclid. In solving deductions, the Agra and Bareilly contingents are much more successful than the others. Not one boy from Ajmere, and only one from Etawah, does a problem; and the large Benares Class only contains three boys who have achieved this feat. The Agra and Benares papers are remarkably tidy, and those from Ajmere and Etawah are much neater than they were. Many of the Bareilly papers are, I regret to say, still as painful to the eye as bad writing, bad spelling, and bad grammar can make them.

25. In Arithmetic and Algebra, the Agra Class has done well. Rughbir Saran, of Agra, who is first on the paper, has obtained 49 out of 50 marks. About half of the Bareilly and Benares boys have a fair knowledge of Arithmetic, and a few of them have obtained high marks. The rest are very poor. The Benares boys show their poverty by sending up very little, and the Bareilly boys try to hide it by writing a great deal of nonsense. I am glad to say that the Bareilly answers in Arithmetic are much neater than their Euclid papers, and are a decided improvement on those of last year. Several of the Ajmere and Etawah candidates have done well, and none very badly.

26. The result of the examination is that Gulzaree Mull, of Agra, is first, with 76 marks; Rughbir Saran, of Agra, and Vindeshwari Prasad, of Benares, are bracketed second, each having 74 marks; and Dalip Singh, of Agra, is fourth, with 72 marks. All the contingents have done well; but that from Agra is much the best, and that from Benares decidedly second. The average of the first twenty Benares boys is almost equal to that of Agra. The averages are as follows:—Agra, 48 per cent.; Etawah, 41; Ajmere, 39; Bareilly, 37; Benares, 31. Average of the first twenty Benares boys, 46.

27. I have pleasure in observing that the papers of this class are arranged much more methodically than they were last year. Faulty arrangement is now the exception, instead of being the rule. The class has, however, fallen into one bad habit, which, indeed, is common to both College and School Departments of all the institutions, and which, as far as my experience goes, is newly acquired. If the sheet on which they are writing is not filled up when a question is answered, they begin the next question

upon it. It is scarcely necessary to point out that such a plan must prevent the papers from being properly arranged, and that no two questions should dispute the possession of a sheet.

28. In conclusion, I have to report very favorably of both the School Classes. It is true, the Euclid papers were rather shorter, and the Arithmetic papers rather easier, than those of last year; but, when every allowance has been made for this relaxation of the test, there remains unmistakable proof of care taken by the teachers, and of progress made by the pupils.

29. Copies of the Class Lists have already been forwarded to your address.

I have the honor to be,
Sir,
Your most obedient Servant,
E. BARON,
Examiner in Mathematics.

FROM

W. JARDINE, ESQUIRE, M.A.,
Examiner in History, Geography, and Philosophy,

TO

M. KEMPSON, ESQUIRE, M.A.,
Director of Public Instruction, North-Western Provinces.

SIR,

I HAVE the honor to report on the recent Departmental Examination in History, Geography, and Philosophy. As the tabular statement of marks already forwarded will, to a great extent, speak for itself, I shall confine myself to the few salient points which have occurred to me, without attempting to go into very minute detail.

In the Third Year College Class, three students only were examined; all of the Benares College. The average percentage of marks obtained in each subject is noted in the margin.

History 44·7.
Logic, 45·7.

In History, this Class had studied Elphinstone and Macfarlane, of which the former work is a difficult one to master; and this extent of reading may perhaps account for the fact that only one of three papers was very satisfactory. In it, however, more than a mere knowledge of the text-books was displayed. It evinced a good deal of independent thought, both on the history of the more remote past, and on the changes which have occurred within the memory of living man.

In Logic, the three papers were more nearly equal. Two of them at least showed a fair acquaintance with the text-book ("Whateley's Logic"); but I failed to find traces of logical power, or of such a grasp of the principles of the science as would render the students capable of applying them to arguments or circumstances slightly different from those given in the book.

The Junior College Class had read "The Student's Hume to the reign of Elizabeth," and "Abercrombie's Mental Philosophy."

	No. of Students.	*Histy.*	*Phily.*
Agra, ...	9	55 4	36 7
Benares, ...	13	43·6	26·9
Bareilly, ...	2	30 5	25·5
Ajmere, ...	2	65	50·5

The numbers examined, and the average percentage for each College, are noted in the margin.

The Agra Class exhibited all degrees of merit. Gunga Sarun was easily first of all the competitors in both subjects. In History his answers approached perfection

and in Philosophy he had not only mastered the text-book, but reflected on some of the topics for himself. There were several other good papers, especially in History. For the papers at the bottom of the list nothing can be said. The books appear to have been read carelessly and remembered inaccurately; the grammar and composition are execrable; and the only symptoms of original thought consist in fancifully attributing the events of one reign to another.

At Benares there is less variety, though the Class is larger. The best man is only tolerable; but, on the other hand, there is but one complete failure. Among the answers from Benares, however, I find mistakes which in a School Class might be merely ludicrous, but are disgraceful in College students. Many of these are errors in grammar, which in a History or Philosophy paper do not affect the marks; but I mention them more particularly because they occur in papers not otherwise inferior. Two or three which present themselves on cursorily turning over the papers are marginally noted.

"They (the Saxons) would surely be admitted into the happy seat when relying on their couches would satiate themselves with the ale made by the brains of those whom they had killed in the battle," &c.

"A tiler hammered out the head of him."

Both the Bareilly papers of this Class must be considered failures, except, perhaps, the History paper of one student, which is just tolerable. The answers generally are very meagre, and this is not compensated for by any approach to accuracy.

"The Druids' manner of worshipping was very *disagreeable*, but they were of one true faith, though they were superstitious"

"In his (Alfred's) reign many dramatists, admirals, &c., prevailed."

In the Ajmere papers I noticed a few gross grammatical errors, but I was much pleased with the papers as a whole. They were intelligent and thoughtful, and in Philosophy they were almost the only papers which displayed any higher powers than those of mere memory.

It will be observed that the averages in Philosophy are in every case lower than in History. Had I considered it my duty to examine on the subject generally, rather than on the text-book read, I am sure the discrepancy would have been still wider than it is; and the papers before me go to confirm my previous experience that the text-book employed is not one that will excite in the minds of students any spirit of enquiry, or assist, as this subject ought to do, in developing their powers of thought and reflection.

The subjects read by the Second School Class were—in History, the first nine chapters of "Marshman's History of India;" and in Geography, "India and England from the Outlines of Geography."

NOTE.—At Ajmere, the portions of Geography read were Asia and Europe, and a different paper was therefore set them.

	No. of Candidates.	*History.*	*Geogy.*
Agra, ...	15	27 1	27
Benares, ...	38	35	29·8
Bareilly, ...	22	41·5	33·6
Ajmere, ...	6	32 5	32·7
Etawah, ...	8	38	30 6

The number of candidates and the average percentage of marks are noted in the margin.

The average of merit is highest at Bareilly. This is due, not to any brilliant exceptions, but to the high general level of the Class. The Agra Class is evidently a very poor one.

The History papers of this Class do not call for much remark. They are in general accurate as to dates and events, and show a very fair elementary knowledge of Indian history. I was, however, somewhat surprised to find that many of them were entirely ignorant of the dates of very recent events, such as the Affghan War, some placing it even in the 16th century. To the last question in the paper, as to the peculiarities of Indian history as distinguished from that of other countries, few intelligent answers were given. Some said that it was remarkable that there should have been six able monarchs in succession; and two or three said that Indian history was remarkable for the excellence of its type, and its admirable style and grammar. A few, however, referred to the want of continuous development, and to the phenomenon of traders acquiring imperial power.

In many papers there are traces of very loose and careless habits of thought, which show themselves in statements which could not have been made by any one who knew what he was writing. Thus, some assert that Akbar reigned from 1556 to 1705 (and this not by a mere slip of the pen). One speaks of a battle in which both parties were victorious; and another says that "Akbar was as happy after a defeat as after a victory; he never attempted any battle which he did not win." Many boys are in the habit of writing in very severe terms about idolatry, which I imagine to be simply meaningless and parrot-like quotation. One calls it the "grocessest idoloration." Another boy says that the gates of Somnath were made of "candle;" and another that "Calral landed with 13 sheep (? ships).

In Geography, the book has been carefully read, and many of the boys appear to have it at their fingers'-ends; but they are less successful in answers which require them to have digested the knowledge conveyed by the book. In their maps, too, they too often failed; and as I think the power of drawing a map is the one by which a valuable knowledge of geography is best tested, I have thought it worth while to tabulate the results in the margin. I have also annexed to this report the five maps which I pronounce to be "good." The table will show that there is room for much improvement. Geography, as usually studied, is a mere matter of rote; and it is quite clear to me that it is so with many of the boys under examination. I would suggest that, to make it a more useful study, with a view to mental culture, the pupils should be taught the meaning of a map and of geography, by being made to draw maps and plans of the neighbourhood in which they live. I am sure that many of them, even when they are able to draw maps, are quite ignorant of what they mean.

	Maps.			
	Good.	*Fair.*	*Bad.*	*None.*
Agra, ...	3	1	6	5
Benares,	0	7	26	5
Bareilly,	2	4	14	2
Etawah,	0	3	5	0

Ajmere (had a different map to draw).

The views entertained about England are curious. The chief peculiarities known to the boys are snow in winter and the "bridge under the Thames."

The Third School Class had read "The Land-marks of Ancient History," and "The Geography of Africa and America."

The tabular statement in the margin will show the averages per cent. and the number examined.

		Percentage.	
	No.	*History.*	*Geogy.*
Agra, ...	22	31·9	36·8
Benares, ...	47	36·1	29 2
Bareilly, ...	29	36·1	39
Ajmere, ...	9	37·4	37·7
Etawah, ...	9	39·4	49·6

The maps sent up by this class are (considering their less advanced position) better than in the Class above. Bareilly and Etawah are distinguished above the rest for their excellence in this particular. I forward a few of the best specimens and a few of the worst; and I have tabulated the maps, as in the 2nd Class, in the margin.

	Maps.			
	Good.	*Fair.*	*Bad.*	*None.*
Agra, ...	2	5	9	6
Benares, ...	3	9	23	12
Bareilly, ...	6	11	9	3
Ajmere, ...	0	2	0	7
Etawah, ...	4	3	2	0

As a general rule, the Geography is better than the History; yet I think the boys have studied their text-book in History diligently, and they have certainly committed a good deal of it to memory. I am not sure that more than this can be expected, when the subject is one so unconnected with their other knowledge as ancient history must be. They quote, almost with verbal accuracy, the account given of Nineveh in the time of Sennacherib; but only a very few have any idea of where that city is, and still fewer have heard of the recent discoveries of Layard, &c.

I find that a particular kind of inaccuracy is very common in this class, which may be in part due to defects in the vernacular language. They confound such words as *war—battle; city—country,* (very many of them say that the United States is the largest city in America); *thousand—hundred;*—using these pairs of words almost

interchangeably, so as to make it a matter of doubt how far the ignorance is of history, and how far of English.

The spelling of names is very various,—in some instances so much so as to make me doubt whether the boys have seen the words with their own eyes, or have merely written them down as they fancied they heard them. The name Napoleon Bonaparte is spelt in not less than fifty ways, a few of the more extraordinary of which are marginally noted.

Benipartœ.
Bowna Parta.
Bony Partie.
Bunapardon.
Nipolion.

The Agra papers of this Class are generally accurate as far as they go, except in spelling, but rather meagre in details. There are some instances of gross ignorance. Several papers state that Madagascar is an island 70 miles from the sea; and one or two describe Hottentots, Foulahs, Esquimaux, &c., as English settlers who have gone to different parts of the world.

One paper in Geography, by Rughobir Sarun, obtained nearly full marks, and is excellent.

The Benares boys have fallen into the opposite extreme of writing rather too much. The answers are generally good, in spite of a too exclusive dependence upon mere memory. Both the Benares and the Agra boys have written too many guesses at answers,—as, for instance, "Hottentots live in Hottentia, Foulahs in Foulah, Boors in Boor," &c. The account they give of Greenland is evidently learned by heart; and a large proportion of these answers betray, by bad grammar and the omission of important words, that they have been written without being understood. One boy says that Africa is distant from Europe 20,000,000 of miles.

The Benares maps are decidedly inferior.

The papers from Bareilly are generally neat, and the maps good. The spelling of names is extremely inaccurate.

The Ajmere papers of this Class are neat and accurate, but not so full as might be wished. The English in which they are written is faulty, and the idioms outrageous. One boy speaks of Alexander the Great as "mounted on the back of a tree."

The Etawah papers are generally very good, as the percentage above given shows; indeed, there is hardly a bad one among them. The mistakes I note are exceptional, and point rather to an imperfect knowledge of English than to ignorance of the special subjects of the examination. Answers like the one I here quote about the Peloponnessian War are too common, being apparently mere guesses, to some instances of which I have already referred.

"The *battle* lasted 5 years."
"Alexander released him and bestowed much *fever* on him."
"The Peloponnessian War means that the persons of the Pelops were among the war."

Upon the whole, my opinion of the Classes is that they are very fairly acquainted with the books prescribed for the examination; and that failures have in many instances been due rather to a want of general intelligence and thoughtfulness, and an insufficient knowledge of English, than to carelessness or idleness. All the Classes show that they have been assiduously taught; and almost all of them, upon the whole, appear to have been diligent and successful. I am not so sure that the books read are in all instances calculated to promote their real mental improvement.

I have the honor to be,
Sir,
Your most obedient Servant,
W. JARDINE,
Examiner in History, Geography, and Philosophy.

FROM

PANDIT RAM JASAN,

Examiner in Sanscrit, Hindi, and Bengali,

Benares,

To

M. KEMPSON, ESQUIRE, M.A.,

Director of Public Instruction,

North-Western Provinces.

BENARES, THE 11TH JANUARY, 1868.

SIR,

I HAVE the honor to furnish for your information a report on the results of the Departmental Examination held in December last, in Sanscrit, Hindee, and Bengali.

THIRD YEAR COLLEGE CLASS.

Sanscrit.—In this class there were only three students from the Benares College, who were examined in Kumár Sambhava, one of the text-books for the B.A. Examination. The answers to the questions on Sanscrit literature and grammar sent up by Aditya Ram and Lukshmee Shunker show that they understand the subject perfectly, and are well up in the book they read. Mohendro Nauth's papers were fair.

Translation.—The English translations sent by Aditya Ram and Lukshmee Shunker were very good, but Mohendro Nauth seems to have not understood some passages of the given piece.

FIRST YEAR COLLEGE CLASS.

Sanscrit.—In this class there were five students from Benares, five from Agra, and two from Ajmere. Shital Prasad, of Benares, stands first. He answered the questions most creditably. Buldeo Prasad, of Agra, who stands second on the list, is also praiseworthy. Both the students of Ajmere have done very well. Some of the students of Agra are deficient in Sandhi.

Translation.—The students of Benares reading Latin were also examined in translation from Bengali into English, and *vice versâ*. To the Sanscrit students I gave to translate a Sanscrit piece which they had not read into English. Some of the students have done beyond my expectations. Shital Prasad, of Benares, Ram Ratan and Ram Jivan, of Ajmere, deserve great praise for their translations from Sanscrit into English. Shital Prasad, of Benares, Budha Mal, of Agra, and Shiva Shunker, of Benares, have done well in vernacular translations. Of the students who have taken up Latin for the 2nd Language, the translations sent by Mohendro Nauth, of Benares, from English into Bengali, and *vice versâ*, were excellent.

SECOND SCHOOL CLASS.

Sanscrit, Hindi, and Bengali.—In this class there were boys from Benares, Agra, Ajmere, and Etawah. The books read by boys of the different Colleges were not the same. The boys of Agra and Etawah read only a few pages of *Upakramanika*, and those of Benares read a portion of *Hitopdesh*, with my version in addition to the above. In Ajmere, few pages of *Rámáyan* were also taught. The work done by Agra and Etawah boys during one year could be done by the boys of their standing in a month's time. It is also pretty certain that these boys can never learn even common Sanscrit simply by reading a few pages of the small grammar, which is their text-book. I think it will be better to have the same books taught in all the institutions. In my opinion, the boys of this class ought to be taught at least a portion of my *Hitopdesh*, which contains both Sanscrit and Hindi, and thus they will be able to study Sanscrit and Hindi at the same time. I think the course for this class should be *Hitopdesh*, with my Hindi version, three parts; *Upakramanika*, whole. In this class, Madhava Prasad, of Benares, is the best. Bal Krishna, Krishna Chandra, and Purushotum Dass, of

Benares, Basdeo Sahaya, of Agra, and Ragho Nauth, of Etawah, have sent fair papers in Sanscrit. Shive Dayal and Gulab Chund, of Ajmere, have done well in Hindi.

Translation.—The English translation of (Junior) Gadadhar Prasad, of Benares, was decidedly the best. He seems to be well up in English composition. His Sanscrit papers were also fair.

Fanendra Ramanuj Dass, of Etawah, and Chhedi Lal, of Benares, deserve credit for their Hindi tranlsations.

THIRD SCHOOL CLASS.

Sanscrit, Hindi, and Bengali.—The course of study was not the same in all the Colleges in this class also. I think the course of this class should be *Hitopdesh* (with my Hindi version), two parts; *Upakramanika*, first half. Krishna Chandra, 1st, and Dalip Sinha, of Agra, deserve greatest credit for their answers. Pryag Sinha, Uma Shankara, and Dwarkanath, of Benares, sent up fair answer papers. Ram Kumar, of Ajmere, is the best in Hindi. The students of Agra are deficient in spelling. Only few of the boys have less than a dozen mistakes in a page. I have the same complaint of some of the Benares boys also. The Bareilly boys have not done well.

Translation.—Pryag Sinha, Uma Shunker, and Goberdhan Dass, of Benares, have done very well in translations. Krishna Chunder, 1st, and Dalip Sinha, of Agra, and Ram Dhan, of Ajmere, also deserve praise for their translations. The Bareilly boys do not know what Hindi is; they have sent Urdu translations written in Deva Nagree character. They should use words of Sanscrit origin in Hindi translations.

I have the honor to be,
SIR,
Your most obedient Servant,
PANDIT RAM JASAN,
Benares College,
Examiner in Sanscrit, Hindi, and Bengali.

REPORT BY THE EXAMINER IN ARABIC, PERSIAN, AND URDU.

رپورٹ

بابت اِمتحان دسمبر سنہ ۱۸۶۷ع

۱ بڑي بات اِس دفعہ کے اِمتحان میں قابل لحاظ جناب ڈاٹرکٹر صاحب بہادر کے اِختلاف جماعتوں کي خواندگي کا ھی کہ جن مدارس کا اِمتحان لیا گیا ھی اُنکي کتابوں میں موافقت نہیں کسي مدرسہ میں کوئي کتاب ھی اور کسي میں کوئي اور اگر کتاب میں موافقت ھي تو تعداد صفحات میں موافقت نہیں مثلاً جونیر کالج کلاس جس میں صرف عربي ھوتي ھی اُسکے طلبہ کو بنارس میں عربي کورس کے ۳۴ صفحے پڑھائے گئے اور آگرہ میں صرف‌میر اور نحومیر اور کورس کے ۵۶ صفحے اور بریلي میں ھدایت‌النحو تمام اور کورس کے ۱۸ صفحے — اور جماعت دوم میں منتخبات فارسي اور رسالہ عروض اور عربي ھوتي ھی اور تینوں چیزوں میں اِختلاف ھی منتخبات کے حصہ دوم کا نصف اخیر بریلي اور اجمیر اور اِٹاوہ میں ھوا اور نصف اول بنارس اور آگرہ میں — اور رسالہ عروض آگرہ میں ۲۶ صفحے اور باقي مدارس میں تمام — اور عربي بریلي اور آگرہ میں صرف‌میر اور نحومیر اور بنارس اور اِٹاوہ اور اجمیر میں مفتاح‌الادب حصہ دوم — اور تیسري جماعت میں بھي منتخبات اور عربي میں اِسي طرح اِختلاف ھی یعني اول نصف حصہ دوم منتخبات کا اِٹاوہ اور آگرہ میں تمام ھوا ھی اور اجمیر میں ۷۴ صفحے بریلي میں ۶۰ بنارس میں ۵۶ اور عربي کے لیئے بریلي میں میزان و منشعبہ پڑھائي گئي اور دوسرے مدرسوں میں مفتاح‌الادب حصہ اول باختلاف صفحات — پس ایسي صورت میں مشترک سوالات کا بنانا دقت رکھتا ھی اور طالب علم کو جواب دینے میں اَور بھي زیادہ دقت پڑتي ھی اِس وجہ

سے خواندگي کے یکساں ہونے کي ہدایت ہوني بہت ضرور ہی تاکہ ممتحن کو مناسبت صحیح اور قطعي طلبہ کي اِستعداد و لیاقت کي معلوم ہو جاوے *

۲ اِس دفعہ تین جماعتوں کا اِمتحان عربي فارسی اُردو میں لیا گیا ہی اول روز کا پہلا کاغذ سب میں کتاب مندرجہ خواندگي کا تھا اور شام کا کاغذ متضمن سوالات صرف و نحو تھا دوسرے روز دونوں ترجمے سب جماعتوں کو دیئے گئے تھے *

۳ پہلي جماعت جونیر کالج کلاس ہی اِسکے طلبہ تینوں کالجوں میں نو تھے اول کاغذ کے جوابات سب نے علی حسب مراتب لکھے ہیں مگر دوسرے کاغذ کے جواباب بنارس کے طلبہ نے نہایت خراب لکھے ہیں اور چھنولال اور شیوتہلال بنارس کالج والوں نے پہلے کاغذ کے جواب میں بھي بڑي فاش غلطیاں کي ہیں چھنولال لکھتا ہی کہ مسجد حرام پلسٹائن کو کہتے ہیں جو بیت‌المقدس میں ہی اور مسجد اقصی عربي میں مکہ کو کہتے ہیں اور اُسکي وجہہ تسمیہ کي یہہ ہی کہ گوشہ جنوبي میں واقع ہی اور شیوتہلال نے لکھا ہی کہ چونکہ محمد صاحب کو دشمنوں کے سبب سے مدینہ چھوڑنا پڑا تھا اِس سبب سے مکہ مسجد حرام کہلایا اور دوسرے کاغذ کے جوابات تو بنارس کے طلبہ نے ایسے لکھے ہیں کہ اُنسے یہہ معلوم ہوتا ہی کہ کبھي قواعد کي کوئي کتاب سني بھي نہیں پڑھنے کا تو کیا ذکر ہی چھنولال تیسرے سوال کے جواب میں لکھتا ہی کہ منادیٰ وہ ہی جو پکارے اور مندوب وہ ہی جو پکارا جاوے اِسي طرح کا خبط سب جوابوں میں کیا ہی بریلي اور آگرہ کے لڑکے اچھے ہیں خصوصاً رنجیت‌سنگھہ بریلي کالج کے دونوں ترجمے بہت اچھے ہیں اور گنگاسرن آگرہ والے نے صرف و نحو کے جواب بہت عمدہ دیئے ہیں راج‌کنوار نے تلاطم میں اور جوالاپرشاد نے تابع میں ت کي جگہہ ط لکھي ہی *

۴ دوسري جماعت سکنڈ اِسکول کلاس ہی اِسمیں سب مدارس کے لڑکے پچاس تھے اور اُن سب میں بریلي کے طلبہ کے کاغذات سب میں اچھے ہیں اور اُسکے بعد آگرہ اور اِٹاوہ کے اور اجمیر میں صرف ایک طالب علم ہی اِٹاوہ میں بہاري‌لال کے کاغذ اکثر خراب ہیں اور بنارس میں سواے ولایت‌علي‌خان اور رام‌چرن‌لال کے اَوْر سب کے کاغذ خراب ہیں اور اِن دونوں کے بھي کچھہ بہت اچھے نہیں بلکہ کل کي نسبت قریب ½ کے ہیں اول کاغذ کے جواب تو کسي قدر لکھے بھي ہیں مگر دوم کے جواب ایسے خراب ہیں کہ اچھے سے اچھے نے پچاس میں سے ۷ نمبر بمشکل پائے ہیں یہہ لڑکے بھي مثل جونیر کلاس کے صرف و نحو میں نہایت ناقص ہیں کہ جسکي تکمیل کي ہدایت اُنکے لیئے ضروري ہی اور بنسي‌لال اور رام‌انتر کے دوسرے کاغذ کے جوابات میرے پاس نہیں پہنچے ارجن‌سنگھہ نے کاغذ سادہ پر چند فقرات کہ سوالات کے جوابات سے کچھہ علاقہ نہ رکھتے تھے لکھکر اپنا نام لکھدیا تھا — اِن پچاسوں طلبہ میں سے اول کاغذ کے جوابات فضل‌رسول اور منیرالدین اور اِرشادعلي بریلي کالج کے طلبہ نے بہت خوب لکھے ہیں اور دوسرے کاغذ کے جوابات منیرالدین اور فضل‌رسول مذکوران اور نروتم‌لال آگرہ کالج کے لڑکے نے اچھے لکھے ہیں ترجمہ انگریزي سے اُردو میں فضل‌رسول مسطور کا اچھا ہی اور اُردو سے انگریزي میں برج‌موہن‌لال آگرہ والے کا نہایت صاف ہی اور غلطیاں اِملا کي دونوں ترجموں میں طلبہ نے اکثر کي ہیں اور بعض لڑکوں نے جن چیزوں کي انگریزي نہیں معلوم تھي اُسکي جگہہ الفاظ اُردو لکھے ہیں *

THIRD SCHOOL CLASS.

۵ تیسري جماعت میں اڑسٹھہ لڑکے سب جگہہ کے تھے بنارس کے طلبہ کي تعداد وہاں کے پرنسپل صاحب بہادر نے اٹھارہ لکھي تھي مگر کاغذات بیس لڑکوں کے آئے اور کدارناتھہ بنارسي کا کاغذ اول نہیں آیا اور شام‌سندرلال بریلي کا دوسرے کاغذ کے عین جواب کے وقت بخار میں مبتلا ہو گیا اِس جہت سے دوسرے کاغذ کا جواب نہ لکھہ سکا — اِس جماعت کے سوالات کچھہ مشکل تھے اِس لیئے بہت کم طالب علم ہیں جنھوں نے نصف سے زیادہ دونوں کاغذوں میں نمبر پائے ہوں البتہ علي‌رضا آگرہ کالج کے دونوں کاغذوں کے جواب اور دونوں ترجمے بہت خوب ہیں بلکہ ترجمہ اُردو سے انگریزي میں دوسري جماعت کے بعض طلبہ سے اچھا ہی اور عبدالاحد بریلي کالج کے دونوں کاغذوں کے جواب بہت عمدہ اور مشرح ہیں — اِس جماعت میں آگرہ کے طلبہ سب سے اچھے ہیں اور اُسکے بعد بریلي اور اجمیر کے اور اُسکے بعد بنارس اور اِٹاوہ کے — رام‌داس اِٹاوہ کے طالب علم نے اول کاغذ کے جواب میں تو کلمات بےجوڑ لکھے ہیں اور دوسرے کے جواب میں یوں لکھا ہی

I am unable to answer the questions.

اِسکے ترجمے بھي کچھہ اچھے نہیں ہیں بس ایسے طالب علم کو جماعت میں رکھنے سے ظاہرا کچھہ فائدہ نہیں اِملا کي غلطیوں سے خصوص انگریزي عبارت میں غالباً کوئي طالب علم خالي

نہیں مگر چونکہ اِن طلبہ کا یہہ اِمتحان اول ہی بار تحریری ہوا ہی اِس لیئے یہہ غلطیاں قابل چشم‌پوشی کرنے کے ہیں *

٦ کاغذات کے نمبروں کے باب میں کوئی ہدایت مجھکو نہیں ہوئی تھی بہ تجویز خود ہر کاغذ کے لیئے پچاس نمبر قرار دیئے تاکہ ہر جماعت میں پورے نمبر دو سو ہو جاویں *

٧ اِس دفعہ کے اِمتحان میں چونکہ اُردو کا اِمتحان دو روز ہوا اِس لیئے تعداد کاغذات کی دونی ہو گئی اور مہلت کاغذات کے دیکھنے کی بہ نسبت سابق آدھی عنایت ہوئی اِس جہت سے کاغذات کے دیکھنے میں بڑی دقت ہوئی تاہم ہدایات معمولی کی کاربندی کرکے حسب اِرشاد والا اِمتحان لیکر کیفیت مذکورہ بالا گذارش کی *

العبد

محمد احسن مدرس اول مدرسہ بریلی ممتحن

MUHAMMAD AHSAN,

Senior Moulvi, Bareilly College.

Result of Departmental Examination (1867) *of the 3rd Year College Class in the Government Colleges of the North-Western Provinces.*

Number.	Names of Examinees.	College.	Literature and Essay.	Mathematics.	History and Logic	2nd Language.	Total.	Percentage.	Remarks.
		Full marks,	150	100	200	200	650		
1	Aditya Rama Bhattacharji,...	Benares, ...	95	46	119	161	421	64·77	
2	Lakshmi Shunkara, ...	Ditto, ...	70	69	92	157	388	59·69	
3	Mohendro Nath Dutt, ...	Ditto, ...	58	36	60	128	282	43·38	

Result of Departmental Examination (1867) *of the 1st Year College Class in the Government Colleges of the North-Western Provinces.*

Number.	Names of Examinees.	College or School.	Literature and Essay.	Mathematics	History and Philosophy.	2nd Language	Total.	Percentage.	Remarks.
		Full marks,	150	100	200	200	650		
1	Ganga Saran, ...	Agra, ...	97	81	161	150	489	75 23	
2	Shankar Lal, ...	Ditto, ...	82	82	131	124	419	64 46	
3	Buldeo Prasad. ...	Ditto, ...	63	45	108	141	357	54·92	
4	Ram Jiwan, ...	Ajmere, ...	57	26	124	134	341	52·46	
5	Sital Prasad, ...	Benares, ...	67	27	88	158	340	52 3	
6	Ram Ratan, ...	Ajmere, ...	72	30	107	129	338	52	
7	Mahendra Nath Chakerbuti,	Benares, ...	58	60	69	134	321	49 38	
8	Kali Kanta Chaterji, ...	Agra, ...	61	46	111	98	316	48·61	
9	Hardeo Pershad, ...	Ditto, ...	58	52	78	122	310	47 69	
10	Sar Nath Chaterji, ...	Benares, ...	53	39	93	121	306	47 07	
11	Akshay Kumar Mitra, ...	Ditto, ...	59	32	99	100	290	45 38	
12	Shiv Shankar Tiwari, ...	Ditto, ...	43	44	75	123	285	43 84	
13	Inayat Ullah, ...	Bareilly, ...	42	34	66	141	283	43·53	
14	Raja Krishna Mitra, ...	Benares, ...	39	49	71	113	272	41 84	
15	Ranjit Singh, ...	Bareilly, ...	53	18	46	153	270	41·53	
16	Buddha Mal, ...	Agra, ...	55	35	45	127	262	40·3	
17	Ram Nath Day, ...	Benares, ...	46	27	65	116	254	39 07	
18	Beni Madhav Chaterji, ...	Ditto, ...	42	30	67	114	253	38·92	
19	Ram Das Chakerbati, ...	Agra, ...	53	29	86	73	241	37 07	
20	Sheo Tahal Lal, ...	Benares, ...	59	33	73	75	240	36·92	
21	Mahesha Prasad, ...	Ditto, ...	41	29	57	104	231	35·53	
22	Jwala Prasad, ...	Agra, ...	38	22	76	92	228	35·07	
23	Chunnu Lal Jyotshi, ...	Benares, ...	41	17	81	71	210	32 3	
24	Tej Chandra Mukerji, ...	Ditto, ...	36	16	52	105	209	32 15	
25	Suresh Chandra Day, ..	Ditto, ...	57	21	27	94	199	30 61	
26	Raj Kumar, ...	Agra, ...	29	12	33	93	167	25·69	

Result of Departmental Examination (1867) of the 2nd School Class in the Government Colleges and Schools, North-Western Provinces.

Number.	Names of Examinees.	College or School.	Literature.	Mathematics.	History and Geography.	2nd Language.	Total.	Percentage.	Remarks.
		Full marks.	100	100	200	200	600		
1	Basdeva Sahoy, ...	Agra, ...	44	70	85	127	326	54·33	
2	Fazl Rasul, ...	Bareilly, ...	30	57	80	130	297	49 50	
3	Gadadhara Prasad (Junior),...	Benares, ...	48	23	95	130	296	49·33	
4	Prashotma Dass, ...	Ditto, ...	45	50	75	125	295	49·16	
5	Munir-ud-din, ...	Bareilly, ...	36	43	91	124	294	49	
6	Giris Chandra, ...	Benares, ...	31	30	101	125	287	47·83	
7	Ram Dass Sanyal, ...	Ditto, ...	38	36	86	123	283	47·16	
8	Chhedi Lall, ...	Ditto, ...	37	29	95	120	281	46·83	
9	Badri Dass, ...	Bareilly, ...	52	46	97	84	279	46·50	
10	Madhava Prasad, ..	Benares, ...	43	33	74	128	278	46·33	
11	Ragho Nath, ...	Etawah, ...	36	48	78	115	277	46·16	
12	Irshad Ali, ...	Bareilly, ...	27	69	62	117	275	45·83	
	Bishen Lall, ...	Ditto, ...	54	51	98	72	275	45·83	
13	Fanendra Ramanuj Dass, ...	Etawah, ..	41	23	96	114	274	45·66	
14	Gauri Shankara, ...	Ditto, ...	40	43	100	90	273	45·5	
15	Durga Dass, ...	Benares, ...	34	45	70	117	266	44·33	
16	Gadadhara Singh, ...	Ditto, ...	44	19	98	103	264	44	
17	Ranjit Singh, ...	Bareilly, ...	24	69	71	99	263	43·83	
18	Mohan Lall, ...	Agra, ...	43	52	50	115·5	260·5	43·41	
19	Piare Lall, ...	Ajmere, ...	36	38	72	112	258	43	
	Siva Dyal, ...	Ditto, ...	35	48	49	126	258	43	
20	Kunhiya Lall, ...	Bareilly, ...	31	49	72	105	257	42 83	
21	Ram Sahoy, ...	Ditto, ...	38	40	85	93	256	42·66	
	Dhyan Singh, ...	Agra, ...	40	47	69	100	256	42·66	
	Krishna Chandra Banerji, ...	Benares, ...	42	31	55	128	256	42·66	
22	Buldeo Singh, ...	Agra, ...	27	48	65	114	254	42·33	
23	Chunni Lall, ...	Ditto, ...	33	55	61	104	253	42 16	
24	Yadav Nath Bhattacharji, ...	Benares, ...	50	37	54	109	250	41·66	
25	Vazir Ahmed, ...	Bareilly, ...	33	35	96	85	249	41·50	
	Siva Dutt Pande, ...	Benares, ...	36	23	90	100	249	41·50	
26	Sheo Prasad, ...	Agra, ...	38	35	74	101	248	41·33	
27	Vilayat Ali Khan, ...	Benares, ...	39	27	101	79	246	41	
28	Kadari Lall, ...	Bareilly, ...	46	34	97	68	245	40 83	
29	Madan Mohan, ...	Ditto, ...	29	47	78	88	242	40·33	
30	Baij Nath, ...	Ditto, ...	24	55	93	66	238	39·66	
	Badri Dyal, ...	Agra, ...	32	55	63	88	238	39·66	
31	Sri Niwas, ...	Ajmere, ...	24	21	86	106	237	39·50	
32	Gulab Chund, ...	Ditto, ...	24	27	81	104	236	39·33	
33	Debi Prasad, ...	Bareilly, ...	44	50	67	74	235	39·16	
34	Janki Prasad, II., ...	Ditto, ...	31	46	80	77	234	39	
35	Bal Krishna, ...	Benares, ...	41	12	49	131	233	38·83	
	Ram Swarup, ...	Ditto, ...	39	48	73	73	233	38·83	
36	Shambhu Ram, ...	Agra, ...	35	29	50	118	232	38·66	
37	Sukh Deva Bajpai, ...	Benares, ...	38	21	68	98	225	37·5	
	Jwala Prasad, ...	Etawah, ...	35	35	68	87	225	37·5	
38	Brij Mohun Lall, ...	Agra, ...	39	38	50	95	222	37	
39	Jawahir Lall, ...	Bareilly, ...	34	44	72	71	221	36·83	
	Sukh Deva Sinha, ...	Benares, ...	41	35	88	57	221	36·83	
40	Ram Prasad, ...	Agra, ...	23	38	44	113	218	36·33	
41	Brij Kishore, ...	Etawah, ...	13	28	80	95	216	36	
42	Harbuksh Rai, ...	Agra, ...	23	62	36	94	215	35·83	
	Mathra Prasad, ...	Bareilly, ...	28	47	67	73	215	35·83	
43	Aditya Prasad, ...	Benares, ...	21	27	78	88	214	35·66	
44	Kishen Dass, ...	Ditto, ...	22	27	69	95	213	35·50	
45	Prosunno Kumar Bhattacharji, ...	Ditto, ...	44	23	56	89	212	35·33	
46	Jaith Mull, ...	Ajmere, ...	27	25	44	115	211	35·16	
47	Ram Charan Lall, ...	Benares, ...	34	24	79	70	207	34·50	
48	Piare Mohan, ...	Ditto, ...	23	34	47	102	206	34·33	
49	Baddri Prasad, ...	Etawah, ...	29	19	74	83	205	34·16	
50	Hanuman Prasad, ...	Benares, ...	41	15	90	56	202	33·66	
51	Bahadur Mull, ...	Ajmere, ...	26	40	59	74	199	33·16	
52	Jai Mungal Sinha, ...	Benares, ...	18	25	55	97	195	32·50	
53	Ram Prasad, ...	Ditto, ...	25	16	50	101	192	32	
	Bansi Lall, ...	Agra, ...	21	28	41	102	192	32	
54	Batuk Prasad, ...	Benares, ...	34	30	70	53	187	31·16	
55	Basant Rai, ...	Bareilly, ...	36	22	57	65	180	30	
56	Lachman Dass ...	Ditto, ...	35	16	64	64	179	29·83	
	Trilochan Nath, ...	Benares, ...	36	27	24	92	179	29·83	

Result of Departmental Examination (1867) *of the 2nd School Class in the Government Colleges and Schools, North-Western Provinces.*—(Concluded.)

Number.	Names of Examinees.	College or School.	Literature.	Mathematics.	History and Geography.	2nd Language.	Total.	Percentage.	Remarks.
		Full marks,	100	100	200	200	600		
57	Ram Smarana Sinha, ...	Benares, ...	33	23	53	69	178	29·66	
58	Jagan Nath, ...	Bareilly, ...	29	23	50	75	177	29·50	
59	Janki Prasad, I., ..	Ditto, ...	26	15	49	81	171	28·50	
60	Ganesh Prasad, ...	Benares, ...	27	...	36	107	170	28·33	
61	Sunder Lall, ...	Agra, ...	22	28	49	67	166	27·66	
62	Kishen Lall, ...	Bareilly, ...	24	11	69	59	163	27·16	
	Chheda Lall, ...	Etawah, ...	20	·35	54	54	163	27·16	
63	Moti Lall, ...	Bareilly, ...	26	10	49	67	152	25·33	
64	Abdullah, ...	Agra, ...	21	23	48	58	150	25	
65	Jugdis Prasad, ...	Benares, ...	29	17	57	41	144	24	
66	Munni Lall, ...	Ditto, ...	21	13	31	78	143	23·83	
67	Ram Narain, ...	Ditto, ...	30	22	47	42	141	23·50	
	Chunni Lall, ...	Ditto, ...	26	19	48	48	141	23·50	
68	Arjun Sinha, ...	Ditto, ...	36	6	66	32	140	23·33	
69	Janki Prasad, ...	Ditto, ...	26	23	57	33	139	23·16	
	Nirotan Lall, ...	Agra, ...	13	31	26	69	139	23 16	
70	Gajadhar Lall, ...	Benares, ...	17	10	46	55	128	21·33	
71	Ram Sevak Lall, ...	Ditto, ...	34	8	40	43	125	20·83	
72	Behari Lall, ...	Etawah, ...	27	24	49	24	124	20 66	
73	Bunsi Lall, ...	Benares, ...	21	9	41	44	115	19·16	
74	Rama Autar, ...	Ditto, ...	19	12	39	37	107	17 83	

Result of Departmental Examination (1867) *of the 3rd School Class in the Government Colleges and Schools, North-Western Provinces.*

Number.	Names of Examinees.	College or School.	Literature.	Mathematics.	History and Geography.	2nd Language.	Total.	Percentage.	Remarks.
		Full marks,	100	100	200	200	600		
1	Raghobir Saran, ...	Agra, ...	50	74	155	97	376	62·66	
2	Vindeshwari Prasad, ...	Benares, ...	50	74	126	111	361	60·16	
3	Prayag Sinha, ...	Ditto, ...	50	41	105	164	360	60	
4	Gulzari Mull, ...	Agra, ...	35	76	112	125	348	58	
5	Ahmad Hasan, ...	Bareilly, ...	48	48	117	105	318	53	
6	Krishna Chandra, ...	Agra, ...	36	53	71	156	316	52·66	
7	Govardhana Dass, ...	Benares, ...	48	48	96	120	312	52	
	Dalip Singh, ...	Agra, ...	34	72	60	146	312	52	
8	Gunesh Prasad, ...	Ditto, ...	36	60	83	127	306	51	
9	Ramdhan, ...	Ajmere, ...	35	34	91	143·5	303·5	50·58	
10	Ram Kumar, ...	Ditto, ...	32	54	85	132	303	50·50	
11	Krisna Lall Lahori, ...	Benares, ...	35	54	105	101·5	295·5	49·25	
12	Ali Raza, ...	Agra, ...	27	46	75	142	290	48·33	
13	Maharaj Narain, ...	Ditto, ...	29	57	111	89·5	286 5	47·75	
14	Kanhiya Lall, ...	Bareilly, ...	44	31	120	87	282	47	
15	Hira Lall, ...	Ajmere, ...	43	49	94	92	278	46·33	
16	Bhagwan Dass, ...	Bareilly, ...	22	59	120	76	277	46 16	
17	Abd-ul-Ahd, ...	Ditto, ...	27	40	82	126	275	45 83	
	Shanker Lall, ...	Etawah, ...	38	57	123	57	275	45·83	
18	Vishan Chandra, ...	Benares, ...	32	45	93	101	271	45·16	
19	Buldeo Sahoy, ...	Bareilly, ...	33	59	83	95	270	45	
20	Gaidan Lall, ...	Ditto, ...	31	58	95	85	269	44·83	
	Ram Sarup, ...	Ajmere, ...	45	47	87	90	269	44·83	
21	Madhuvana Dass, ...	Benares, ...	39	37	70	122	268	44·66	
	Jwala Prasad, III., ...	Agra, ...	31	32	109	96	268	44·66	
22	Tikart Roy, ...	Bareilly, ...	25	29	123	90	267	44·50	
23	Nilmani Day, ...	Benares, ...	28	43	79	107	257	42·83	
	Murli Dhar, ...	Etawah, ...	35	58	99	65	257	42·83	
24	Dwarka Nauth Mukerji, ...	Benares, ...	22	33	71	128·5	254·5	42 41	
25	Kazim Husein, ...	Agra, ...	21	28	81	121	251	41·83	
26	Ganga Prasad, ...	Benares, ...	37	45	61	107·5	250·5	41·75	
27	Shiva Ram, ...	Ditto, ...	28	50	56	115	249	41·50	
28	Ichha Dial, ...	Ajmere, ...	23	42	89	94	248	41 33	
29	Uma Shanker, ...	Benares, ...	26	9	66	145	246	41	
30	Pershadee Lall, ...	Bareilly, ...	31	46	69	99	245	40·83	
31	Nagendra Nath, ...	Benares, ...	22	35	64	120	241	40·16	

Result of Departmental Examination (1867) *of the 3rd School Class in the Government Colleges and Schools, North-Western Provinces.*—(Concluded.)

Number.	Names of Examinees.	College or School.	Literature.	Mathematics.	History and Geography.	2nd Language.	Total.	Percentage.	Remarks.
		Full marks,	100	100	200	200	600		
32	Nakur Chandra Mukerji, ...	Benares, ...	34	20	71	115	240	40	
33	Govind Narain Sinha, ...	Ditto, ...	39	42	99	58	238	39·66	
34	Vinaik Prasad, ..	Ditto, ...	31	37	87	82	237	39 50	
35	Kalyan Singh, ...	Ajmere, ...	40	36	74	83	233	38·83	
36	Rahim-ud din, ...	Agra, ...	22	45	69	96	232	38 66	
37	Hriday Nath Sanyal, ...	Benares, ...	28	39	79	83·5	229·5	38·25	
38	Ram Narain, ...	Bareilly, ...	29	36	97	67	229	38·16	
	Dm Dyal, ...	Ditto, ...	18	46	92	73	229	38·16	
	Munna Lall, ...	Agra, ...	23	39	76	91	229	38·16	
39	Riyaz-ud-din, ...	Bareilly, ...	30	33	91	74	228	38	
40	Mahabir Prasad, ...	Benares, ...	45	34	79	69	227	37·83	
41	Raghobir Dyal, ...	Agra, ...	26	53	58	89	226	37·66	
42	Jagan Nath, ...	Bareilly, ...	22	45	80	78	225	37·50	
43	Ghaver Chand, ...	Ajmere, ...	23	26	50	125·5	224·5	37·41	
44	Krishna Chandra, II., ...	Agra, ...	32	56	80	54	222	37	
45	Basant Kumar Palit, ...	Benares, ...	31	37	63	90	221	36·83	
	Kalika Prasad, ...	Ditto, ...	38	50	79	54	221	36·83	
46	Gunga Dutt, ...	Bareilly, ...	35	35	68	82·5	220·5	36 75	
47	Bal Krishna Lall, ...	Benares, ...	33	30	96	60	219	36·50	
48	Moeen Lall, ...	Etawah, ...	34	38	106	38	216	36	
49	Dwarka Prasad, ...	Agra, ...	28	50	36	100·5	214·5	35·75	
50	Madhava Dyal, ...	Benares, ...	33	37	80	64	214	35·66	
51	Jwala Prasad, II., ...	Agra, ...	26	54	45	88	213	35·50	
52	Gopal Prasad, ...	Benares, ...	27	29	71	84	211	35·16	
	Raghobar Dyal Singh, ...	Ditto, ...	34	25	68	84	211	35·16	
53	Rameshwar Lall, ...	Ditto, ...	26	18	68	97·5	209·5	34·91	
54	Venktesh, ...	Bareilly, ...	23	32	59	95	209	34·83	
	Sheo Dutt, ...	Etawah, ...	28	51	100	30	209	34·83	
55	Jwala Sahoy, ...	Ditto, ...	28	29	67	83	207	34·50	
	Kedar Nath,* ...	Benares, ...	38	38	96	35	207	34·50	* Sends no paper in Persian.
56	Abd-ur-Rahim, ...	Ajmere, ...	24	28	52	102	206	34·33	
	Lakshman Prasad, ...	Agra, ...	18	43	54	91	206	34·33	
57	Nabi Ahmad, ...	Bareilly, ...	29	41	94	40	204	34	
58	Mohan Lall, ...	Ditto, ...	30	49	51	73	203	33·83	
59	Fiaz-ud-din, ...	Ditto, ...	27	24	76	73	200	33·33	
	Pratapmal, ...	Ajmere, ...	35	31	54	80	200	33·33	
	Ali Baksh, ...	Agra, ...	16	44	49	91	200	33·33	
60	Sheo Saran Lall, ...	Benares, ...	23	50	77	46	196	32·66	
61	Siva Baksh Sinha, ...	Ditto, ...	14	30	50	101·5	195·5	32·58	
62	Ganesh Misr, ...	Ditto, ...	30	30	51	84	195	32·50	
63	Harkha Lall, ...	Ditto, ...	16	27	50	101·5	194·5	32·41	
64	Ramji Mal, I., ...	Bareilly, ...	25	49	46	72	192	32	
65	Ganga Sahoy, ...	Ditto, ...	29	26	79	57	191	31·83	
	Toral Mull, ...	Etawah, ...	28	33	68	62	191	31·83	
66	Kashi Ram, ...	Bareilly, ...	23	44	42	75	184	30·66	
	Jwala Prasad, I., ...	Agra, ...	22	57	34	71	184	30·66	
67	Durga Shanker, ...	Ditto, ...	18	33	47	85	183	30·50	
68	Bukhtawar Lall, ...	Etawah, ...	21	30	79	52	182	30·33	
69	Maharaj Kuar, ...	Ditto, ...	15	34	75	56	180	30	
70	Hardhyan Sinha, ...	Benares, ...	33	21	89	36	179	29·83	
71	Vinaik Prasad Bajpai, ...	Ditto, ...	31	10	60	77	178	29·66	
72	Prosanno Kumar Palit, ...	Ditto, ...	19	30	49	79	177	29·50	
73	Ram Pershad, ...	Bareilly, ...	30	27	58	61	176	29·33	
74	Ram Dass, ...	Etawah, ...	32	38	84	20	174	29	
75	Sita Ram, ...	Agra, ...	18	32	37	86	173	28·83	
76	Moti Lall, ...	Ditto, ...	24	30	35	83	172	28·66	
77	Munni Lall, ...	Benares, ...	24	47	52	45	168	28	
78	Jhabba Lall, ...	Bareilly, ...	23	23	57	63	166	27·66	
79	Thakur Prasad, ...	Benares, ...	34	22	67	37	160	26·66	
	Ambica Prasad, ...	Ditto, ...	24	38	58	40	160	26·66	
80	Sham Sunder Lall, ...	Bareilly, ...	28	37	58	36	159	26·50	
	Bij Kantha Nauth Bose, ...	Benares, ..	14	20	48	77	159	26·50	
81	Chheda Lall, ...	Bareilly, ...	27	21	62	48	158	26·33	
82	Heit Narain, ...	Agra, ...	15	28	25	86	154	25 66	
83	Sri Narain Sinha, ...	Benares, ...	36	22	50	44	152	25 33	
84	Hara Prasad, ...	Ditto, ...	24	16	81	28	149	24 83	
85	Bhagwati Charan Mukerji,	Ditto, ...	22	11	39	76	148	24 66	
86	Kanti Chandra Chaterji, .	Ditto, ...	23	19	25	80·5	147·5	24 58	
87	Tara Prasonno Sanyal, ...	Ditto, ...	17	13	39	78	147	24·50	
88	Ramji Mull, II., ...	Bareilly, ...	17	20	54	55	146	24·33	
89	Gopal Chandra Biswas, ...	Benares, ...	24	18	26	63·5	131·5	21·91	
90	Mata Prasad, ...	Bareilly, ...	17	21	34	53	125	20·83	
91	Thakur Dass, ...	Ditto, ...	25	37	...	61	123	20·50	
92	Girdhari Lall, ...	Ditto, ...	14	27	40	41	122	20·33	
93	Ganj Hazari Lall, ...	Benares, ...	25	7	31	50	113	18·83	
94	Anandi Lall, ...	Bareilly, ...	22	34	...	55	111	18 50	
95	Madho Prasad, ...	Benares, ...	17	21	32	39	109	18·16	
	Sheo Narain Lal, ...	Ditto, ...	13	42	12	42	109	18·16	
96	Janki Prasad, ...	Ditto, ...	19	15	24	29	87	14·50	
97	Udit Narain, ...	Ditto, ...	13	5	25	35	78	13	
98	Sachit Prasad, ...	Ditto, ...	27	...	...	...	27	4·50	

APPENDIX B.

To His Excellency the Viceroy and Governor-General of India in Council.

The humble Petition of the British Indian Association, North-Western Provinces.

May it please your Excellency,

We, the undersigned members of the British Indian Association, North-Western Provinces, are deeply sensible of and do fully appreciate the strenuous efforts which the Government has made in the matter of public education and civilization in general of the natives of India, and for which all of us owe a very heavy debt of gratitude. We fully believe that Government has taken in hand the subject of public education from motives of the purest disinterestedness; that the good of the people has been its sole object; and that its constant endeavour is always to improve the condition of its subjects.

2. In the firm impression of this belief, we are now encouraged to come forward and submit certain schemes, which, if carried out, we are persuaded will have the effect of greatly enhancing the benefits of the present system of education; and we earnestly trust that the Government will be graciously pleased to take these schemes into their serious and most favorable consideration.

3. We confess that many of the arts and sciences now prevalent in Asiatic countries, whose history and subject-matter are embodied in the works of our most celebrated authors of old, and which have descended to us in their pristine condition, unchanged and unimproved, are founded on principles which the modern advancement of knowledge has proved to be false and erroneous. There are others, based indeed on sound and true principles, but whose condition or *status*, owing to the additions of modern research and discovery, has entirely changed. There are others, again, the study of which has now become obsolete and useless; while, on the other hand, there now flourish in the world many sciences and arts which owe their origin to the present age only, and were quite unknown to our ancestors. Hence it is an indisputable fact that a study of those sciences and those languages which are only prevalent in Asia is wholly insufficient for the advancement of our knowledge or the enlightenment of our minds; while it is no less certain a fact that, to obtain these advantages, there is no better way than to study the English language, and through it to gain access to the richest treasures of modern thought and knowledge. And it is for these reasons that we all agree in considering that the Government policy connected with the introduction and diffusion of the English language into this country has been well conceived, and should be steadily carried out.

5. But meanwhile it is possible that, while we are prosecuting one good work, we may be neglecting others of greater urgency and importance; and thus lessen the value of efforts, which, properly and impartially directed, might reach the highest point of success. This error we conceive to have been made in the present system of education. We are eager that this system should be as faultless as it can be desired; and we cannot but think that, in our intentness upon the accomplishment of one good work, we are losing sight of others to which greater importance may be attached.

5. The duty of a Government, especially that of the British Government, in undertaking the public education of the numerous classes of its subjects, each different class having a religion and customs of its own, is to impart such knowledge and instruction as will be useful to the people in the every-day business of their lives; as will rectify and improve their habits and morals; as will acquaint them as far as possible with the known truths of nature and science; and as will engender in them nobility of principle and elevation of idea; while at the same time care must be taken that neither principles nor ideas be made to rest on the tenets of any religion, or on

the practice of any national or religious custom, but be founded on the laws of natural morality and the general dictates of reason. The task is difficult indeed, but possible; and the consequences of its successful prosecution will be most momentous. The mental enlightenment of the people will be followed by the increase of material comfort. Taught the realities of things around them, they will no longer be the ready recipients of those false notions and idle terrors which occasionally confuse and alarm the public mind, and lead to the disturbance of general tranquillity and order. Antipathy of race and religion will fade away before the light of nature and reason, and social respect and confidence will take the place of present dislike and suspicion.

6. A Government actuated by motives different from these—urged, perhaps, by the less elevated desire of carrying education only to such a point as would fit them for the performance of the ordinary duties of life—would be doing little more than a man does when he trains an animal for draught or other purpose of his own. But we sincerely believe that these are not the intentions of the Government of India; we feel sure that the work it has commenced has been undertaken with the highest objects and the most liberal aims; and of this the three universities, in which the most advanced education is made accessible to the general population, are conspicuous proofs.

7. We would therefore draw the attention of our Government to the question whether the existing system of education provided by the State is capable of securing the true ends of education as we have above sketched them. We would humbly represent that, in our opinion, under the present system, those ends are incapable of attainment. A few, indeed, out of the 140 millions subject to the Government of India may have received through its means all the pleasures and benefits of a sound and liberal education; but these few are insignificant when compared with the great majority; and this majority has received no enlightenment—in fact, has not been affected at all. The country, as a whole, is in its original state of uncivilized ignorance, and has tasted none of the advantages of learning and civilization. We have said that, in offering our present petition, our object is not to revive the dead learning and refinement of Asia, but to supplant all this by the introduction of the truer and more recently acquired knowledge of Europe; while we desire to benefit, not the few only, but the large masses of the people, and to spread over the whole country the blessings of good morality and sound wisdom.

8. At present an acquaintance with the higher branches of knowledge can be obtained only by a study of the English language; and it is this which presents the greatest obstacles to the general and rapid propagation of useful knowledge in the country, and which delays the approach of any change for the better in the ideas and morals of the people. By this the growth of public education is stunted and withered; and a few only, through a medium difficult of access, can cull the fruits of a learning which should be easy of approach to all.

9. The cause of this condition of things is not any jealousy or dislike felt by the people towards the study of English. The times in which such feelings were held have passed away, we believe, for ever; the necessity and importance of learning English are clearly seen and liberally acknowledged by the great body of natives, many of whom have declared their views in large and influential meetings of their fellow-countrymen. We will quote the words of one in particular, Syud Ahmed Khan, Principal Sudder Ameen of Allygurh:—

10. "I would especially call their attention to the urgent necessity there is for "the study of English. It is not only requisite on account of the many lucrative "posts which it enables those who study it to fill, but on account of the manifold uses "and advantages it confers in the daily routine of life. A thorough knowledge of "English is necessary to enable us fully to understand the laws of our country, as "they are shown in the ordinary acts and proceedings of our Government: to success-

" fully carry on trade; to mix with our European fellow-subjects; and to master the " many arts and sciences so ably treated of in that language."

11. There are some other causes which may account for the present stationary condition of education; but one important cause is that, through the study of English alone as it is at present taught and acquired, the student, rare cases excepted, does not attain or exhibit a degree of knowledge, or a standard of morality and culture, which can be respected and imitated by others, or which is capable of convincing parents and friends that a high point of education has been attained. One out of a hundred may indeed reach the much-desired degree of excellence; but the number of such is small and insignificant, and they make no impression on the millions around them.

12. It is with the object of remedying this defect that we desire to make our suggestions. We would wish that, whatever exertions are being made now in the diffusion of the English language, should be continued and from time to time increased, but that another system of education, better calculated for the spread of general instruction, be inaugurated and carried out, and through its instrumentality English be made the means of benefitting very many instead of the very few. The system we propose may be different from that now in vogue, but is not antagonistic to it; the ultimate object of both is the same. What we urge is that, instead of English alone, the Vernacular also may be made the channel for the instruction of all the people alike in the very highest subjects of culture and education.

13. It may be hastily said that this proposition has been long ago settled and put at rest, but we strongly deprecate this assertion. What we propose has never even been subjected to discussion. The point settled was whether English ought to be introduced into the country, or the study of Oriental languages, with their effete arts and sciences, be encouraged and diffused. With the decision arrived at we all thoroughly agree,—it was all that could be desired. Our proposition, however, which we offer for consideration and solution by the Government and the public is this,—while maintaining and promoting English education, can we not adopt a vernacular language as a medium better suited than a strange tongue for the general diffusion of knowledge, and the general reform of ideas, manners, and morals of the people? Cannot European enlightenment and civilization be better taught through a language which is understood, than through one which is foreign and unknown, and can never be acquired by the vast majority of the 140 millions of British India? We can never teach all these millions a new and single tongue; we cannot reverse the miracle of the Tower of Babel. If this cannot be done, we have no resource but to adopt the Vernacular as a medium for the instruction of the people generally in European learning and civilization. We would do well to bear in mind the intelligent observations of Mr. H. B. Hodgson on the foundation of an institution for the diffusion of knowledge in India:—" Now, I consider that if we would really benefit India by book-" education, it must be as we benefit her by our government and our laws,—that is, " by reaching the many, by diseasing book-lore, or enfranchising it, in fact; and " that, with the objects spoken of as the only real and sound ones, we should make " their realization our primary end and aim. Make knowledge the handmaid of " every-day utility, and give its acquisition the utmost possible facilitation. Such are " my wishes, and therefore I give an unlimited preference to a vernacular medium, " both for its facility and for its aptitude to make the knowledge conveyed through it " practically effective in a beneficial way, and also for its diffusible quality, &c."

14. There is a double consumption of time in the acquisition of knowledge through a foreign tongue. First, it is necessary to study the language itself, and thousands of students take up so much time in this work that no time is left to them for the study of useful knowledge by means of the language they are acquiring, and but a few only ever study it with success. Secondly, the knowledge must be studied

on its own account, and rarely are any found to succeed in both; whereas, where instruction is imparted in a student's vernacular tongue, no time is wasted, and there is a certainty of his acquiring at least some knowledge of subjects which, had the language of instruction been a foreign tongue, he would have found the greatest difficulty, in many instances amounting to impossibility, in approaching.

15. We respectfully submit that, by the terms "education through the vernacular," we do not mean the revival of Asiatic learning and science as subjects of instruction. On the contrary, we seek only the diffusion of the sciences and arts now prevalent in Europe, since we aim at nothing else than the universal spread of European enlightenment throughout all India.

16. Two institutions exist, the authority of which may be adduced in support of the utility of our proposition: the Thomason Civil Engineering College at Roorkee, and the Vernacular Department, Medical College, Agra. In the former, the same branches of learning, and up to the same standard, are taught, both in the English and Vernacular Departments; in other words, the books studied in the Vernacular Department are the exact translations of the volumes used in the English Department. The examination questions are the same for both departments. One set of papers is in English, the other in the Vernacular, accurately translated. The results of the examination are similar in kind: at one time a student of the Vernacular Department obtains a higher place or better marks than his competitor of the English Department; at another time the English student surpasses his Vernacular rival. Both enjoy equal advantages; the channel only through which they study is different. Again, in the Medical College, Agra, it does not appear that the Vernacular students fall behind their English competitors in mastering subjects which, in a similar way, are taught to both up to a certain standard.

17. If, then, the Vernacular were made the medium of instruction, the degree of learning and culture which is now reached by a few M.A. graduates would be open to attainment by vast numbers; and while now, under the system of instruction through a foreign tongue, the learning which has been once acquired soon passes away and is forgotten after the student has left the university and entered upon the ordinary duties of life, under the plan proposed, not only would the amount once acquired be retained, but, the medium of his knowledge being the ordinary language of his thoughts, would be constantly receiving augmentation and development in proportion to the ability of the student.

18. It is absurd to suppose that a high standard of education through the Vernacular will be detrimental to the spread of English. It would be as incorrect to say that the construction of both canals and roads, where both are needed, is injurious—that one is obstructive to the other; whereas they are two separate and independent works, each beneficial in its way, but neither antagonistic to the other. For similar reasons, instruction in the English language, and general education by means of the Vernacular, are two distinct works, both conducive to a good end, and not detrimental to each other. In fact, they are two different instruments for attaining similar results. Our belief, indeed, is that a high class education in the results of European learning, given through the Vernacular, will create a desire for the cultivation of English, and materially assist its general diffusion among the natives. At present the latter have not much respect for the sciences and arts known to Europeans, and think acquirements of the latter inferior to those which formerly prevailed in Asia. The cause of this is their entire ignorance of European culture—an ignorance which must remain while they have no means, as at present, of removing it. Suppose that a native has returned home from the Calcutta or even some English University crowned with the honors of an M.A. or L.L.D. degree, when he converses with his friends, he is wholly unable to furnish them with any idea of what he has studied: English terms and phrases alone occur to his mind, the import of which, from want of practice, he is quite unable to give in his native tongue. His knowledge, therefore, is

of little benefit to his friends and acquaintances, who carry away with them but a poor idea of his acquirements. How much greater would his influence be were he to receive his education through the Vernacular, and were he able at once to impart to all around him the results of his own learning and experience! Emulation would take the place of an ignorant contempt, and the evidence, patent to their senses, of the good effects of an elevated standard of instruction, would stimulate others to follow the example before them, and tend to inculcate a general fondness for the study of modern science and learning.

19. On the grounds above detailed, we very humbly but earnestly solicit the Government of India to establish a system of public education of the highest class, in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the Vernacular; that an examination in the Vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University; and that degrees now conferred on English students for proficiency in various departments of knowledge be likewise conferred on the student who successfully passes in the same subjects in the Vernacular; and, finally, that either a Vernacular Department be attached to the Calcutta University, or an independent Vernacular University be created for the North-Western Provinces.

20. The Punjab Government, admitting the necessity of an Oriental University, has essayed to commence its foundation. The aims and objects of this are excellent, but those of the University which we solicit for these Provinces are superior. The first has for its scope the revival and culture of Oriental languages; the latter seeks to be the means of diffusing throughout the country European learning and civilization: the attainment of such an object would change the whole condition of Hindostan.

21. It is indeed true that there are at present no works existing in the Vernacular which will enable the student to read up to the standard which is now demanded for examinations in the University. But the production of such works is not a difficult task. The books contained in the University Examination catalogue might be translated into the Vernacular, and in certain subjects original compositions would be produced. There are many scholars fitted for the task, and the Allygurh Scientific Society has been working in this direction. It has only lately published a translation of the well-known *Elphinstone's History of India*—a book which forms a subject of part of the University Examination,—and will from time to time produce versions of similar works.

In conclusion, we must express our strong conviction that the scheme we advocate, if carried out, will be a most effective means for the regeneration of the country; the removal of the mists of error and ignorance from the minds of its inhabitants; and a source of incalculable good to all alike, governor and governed. We therefore most respectfully and confidently hope that the enlightened Government of India, which has always exhibited an anxiety for the amelioration of the condition of its native subjects, will graciously bestow its most serious consideration on the important project we now submit to it.

Your Excellency's Petitioners shall ever pray.

ISSEN CHUNDER MOOKERJEE, *Vice-President.*
SYUD AHMUD.
MAHOMED YOOSIFF.
BUDREE PERSHAD.
MUNNOO LALL.
MUDDUD HOOSAIN.
MAHOMED INAYETOOLA KHAN.
MAHOMED ABDOOSHAKORE KHAN.
HAFEEZOODDEEN AHMUD.
RAJAH JYKISHEN DOSS BUHADUR, *Secretary.*

ALLYGHUR:
The 1st August, 1867.

No. 4217.

FROM

E. C. BAYLEY, ESQUIRE,

Secy. to the Govt. of India, Home Department,

To

THE PRESIDENT AND MEMBERS OF THE
BRITISH INDIAN ASSOCIATION, N.-W. PROVINCES.

DATED SIMLA, THE 5TH SEPTEMBER, 1867.

GENTLEMEN,

You have already been informed by the Private Secretary to His Excellency the Viceroy that your memorial on the subject of education, dated the 1st ultimo, would be considered by the Governor-General in Council in this Department; and I am now directed to communicate to you the remarks suggested by a careful perusal of your representation.

2. The importance of the Vernacular languages as a medium for conveying instruction to the people was prominently recognized in the Education Despatch* of 1854, containing the leading principles by which the system of education in this country has since been governed; and His Excellency in Council is glad to find that the soundness of the views therein expressed is so fully corroborated by the representation which you have now submitted.

* Extract paragraphs 11 to 14, appended.

3. In the despatch above quoted, the Court of Directors stated that it was neither their "aim nor desire to substitute the English language for the Vernacular "dialects of the country;" and the opinion was unreservedly stated that "any "acquaintance with improved European knowledge which is to be communicated to "the great masses of the people, whose circumstances prevent them from acquiring "a high order of education, and who cannot be expected to overcome the difficulties "of a foreign language, can only be conveyed to them through one or other of these "Vernacular languages." On the other hand, it was stated that a knowledge of English, as a key to the literature of Europe, "will always be essential to those "natives of India who aspire to a high order of education."

4. A broad distinction was thus drawn between the Vernacular languages as the necessary and only medium of instruction of a popular kind, and the English language as an essential requisite for education of a high order. But between these two limits of popular education on the one hand, and education of a high order on the other, there were many degrees of knowledge, for the communication of which, through the medium of the Vernacular or English languages, no specific rules could be laid down. It had hitherto, as observed in the despatch above quoted, "been "necessary, owing to the want of translations or adaptations of European works "in the Vernacular languages of the East, for those who desired a liberal education to "begin by the mastery of the English language:" but this necessity was not regarded as one likely to be of permanent duration; for it was remarked that, "as the import-"ance of the Vernacular languages becomes more appreciated, the Vernacular literature "of India will be gradually enriched by translations of European books, or by the "original compositions of men whose minds have been imbued with the spirit of "European advancement, so that European knowledge may gradually be placed in "this manner within the reach of all classes of the people."

5. There can be no doubt that since 1854 some progress has been made towards this very important end, principally by the translation of European works into the Vernacular dialects of the country; and the Governor-General in Council will contemplate with the greatest satisfaction further indications of a desire and ability on the part of the natives of India to add to this progress. It is gratifying to find, in the memorial now before Government, so clear a recognition of the necessity of adding to the Vernacular literature, with the view of making it available as a medium for imparting a higher class of instruction to the great masses of the people; and His

Excellency in Council notices with particular satisfaction the mention made of the steps in this direction now being taken by the Allyghur Scientific Society.

6. Grants for the encouragement of Vernacular literature are yearly placed at the disposal of Local Governments and Administrations in the chief provinces of the country; and the same object is further aimed at by the publication, or purchase by the various Education Departments, of Vernacular books for sale and distribution. By these and such other means as may from time to time suggest themselves, the Governor-General in Council hopes that the Vernacular languages of India may be made more and more available as media for conveying instruction of a higher order, and it will always be an object with His Excellency in Council to keep this important subject prominently before the Education authorities, and to give every help towards the attainment of the end in view.

7. As regards the requests * made in the 19th paragraph of the memorial, the Governor-General in Council thinks it must be admitted that the Vernaculars of the country do not as yet afford the materials for conveying instruction of the comparatively high order contemplated by the British Indian Association. A large proportion of the books contained in the University Examination Catalogue remain as yet, it is believed, untranslated in the Vernaculars; and it must be borne in mind that even the translation of only such books as are specially prescribed for study by the University would hardly of itself be sufficient to warrant the introduction of the proposed measures; for the object of University education is not merely or principally to secure a knowledge of certain specified books, but to prepare and fit the mind for the pursuit of knowledge in the wide sphere of European science and literature, and for some time to come this can probably be carried on by natives of India only through the medium of the English language.

* (1.) That a system of public education of the highest class be established, in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the Vernacular.
(2.) That an examination in the Vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University.
(3.) That degrees now conferred on English students for proficiency in various departments of knowledge, be likewise conferred on the students who successfully pass in the same subjects in the Vernacular.
(4.) That either a Vernacular Department be attached to the Calcutta University, or an independent Vernacular University be created for the North-Western Provinces.

8. At the same time, the Governor-General in Council will be glad, as will also the local Governments, to recognize and assist all efforts made, either by Societies like yours, or by individuals, to further the object which both your Society and Government have equally in view; and will at all times be happy to receive practical suggestions on the subject, and give them the fullest and most careful consideration.

9. It must, however, be borne in mind, as remarked by the Secretary of State in his Education Despatch of 1861, that it is practically impossible, even if it were desirable, for Government to undertake the whole expense of imparting a sound education to a country so densely populated as India. The Government must look to the wealthier classes to contribute freely their time, their money, and their influence, towards an object in the successful accomplishment of which the prosperity and advancement of India so greatly depends.

10. It has been only by such efforts on the part of individuals, or sections of the people, that education has been widely spread in European countries generally; and the task is, in fact, one which no Government can wholly assume with any prospect of success.

I have &c.,
(Signed.) E. C. BAYLEY,
Secretary to the Government of India.

No. 4221.

COPY of the memorial, and of this reply, forwarded to all local Governments and Administrations for information.

(Signed.) E. C. BAYLEY,
Secretary to the Government of India.

Extract from a Despatch from the Court of Directors of the East India Company, to the Governor-General of India in Council, dated 19th July, 1854, No. 49.

Para. 11. We have next to consider the manner in which our object is to be effected, and this leads us to the question of the *medium* through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the Vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the Vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the Vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that, in any general system of education, the study of them should be assiduously attended to; and any acquaintance with improved European knowledge which is to be communicated to the great mass of the people, whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language, can only be conveyed to them through one or other of these Vernacular languages.

14. In any general system of education, the English language should be taught where there is a demand for it, but such instruction should always be combined with a careful attention to the study of the Vernacular language of the district, and with such general instruction as can be conveyed through that language. And while the English language continues to be made use of as by far the most perfect *medium* for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction *through* it, the Vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of Masters and Professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the Vernacular languages becomes more appreciated, the Vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the Vernacular languages of India together as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a school-master possessing the requisite qualifications.

MEMORANDUM.

THE extract paras. 2 and 3 from G. O. No. 3375A, dated 7th October, 1867, which has occasioned this enquiry, seems to touch only the Vernacular education in the higher schools and colleges; but, as His Honor the Lieutenant-Governor trusts that every effort will be used to place the education of the people in their own Vernacular in a condition of healthy progress, I have taken the subject in its wider sense, and propose to show the position which the study of the Vernacular occupies among other subjects, the success with which it is prosecuted, and the measures I would suggest for its improvement. Before, however, making any comment on the general state of Vernacular education in this circle, I think it better to dispose of the petition of the British Indian Association, North-Western Provinces, dated 1st August, 1867.

2. The Supreme Government of India has so admirably answered the petitioners in the 10th para. of Mr. Bayley's letter No. 4217, dated 5th September, 1867, that I am only surprised to see the petitioners going up again with their second petition, dated 12th October, 1867. However, if the intention of the petitioners in thus urging the Government is simply to give a stimulus to Vernacular education, the motive is most laudable, although their petition is superfluous, as no stimulus is needed. But if the petitioners think to gain for their sons the honour now attaching to a Calcutta University degree without imparting to them a knowledge of English, they are much mistaken. They cannot be ignorant, at least many of them, of the fact that the natives desire and value so highly the degrees of the Calcutta University only because these are assurances that the possessors have acquired a knowledge of the English language, and by means of it have attained to a standard of learning equal to that of the English Universities. Whether the University makes a distinction or not between degrees as at present awarded, and those which may be conferred for Oriental acquirements only, the natives will call those who have gained the one English graduates, and the others Urdu graduates. The former will enjoy the same superiority over the latter as they do now over the Oriental Department certificate-holders of the colleges. So the aim of the petitioners must be higher. There is a section of the natives, and I cannot say how far the petitioners are influenced by this section, who hate English, and do not send their children to our schools and colleges. One of the influential men of this section, in conversation on the subject, said to me, "Men labour for '*dín*' (the other "world), or for '*duniyá*' (this world). For '*dín*' we have our own books; for "'*duniyá*,' 'Marshman's Guide to Civil Law,' in Urdu. This is sure to lead us to a "Principal Sudder Ameenship, and we do not wish to become '*Kiranis*' (English "writers)." Unfortunately for my argument, the man who spoke thus was a pensioned Principal Sudder Ameen, his elder brother was the same, and his younger brother a 1st Grade Principal Sudder Ameen. Now that the High Court, North-Western Provinces, has ruled that no man can have a diploma unless he knows English, the hopes of this section have evaporated; but if the University give its course in Urdu, it will still be within the power of this section to pass the B.L. examination, and become Principal Sudder Ameens. Let them know, once for all, that the Chief Justice will not employ even Urdu B.L.'s (for of what worth can a Judge be who is unable to read the discussions in Council and Parliamentary debates?), and they will cease to agitate.

3. Their petition is no doubt very ingeniously drawn up, by a clever misrepresentation of facts, they point to wrong conclusions. For instance:—

PETITION.	FACT.
Para 4.—This error * * * has been made in the present system of education.	No error has been made
Para. 7.—Under the present system, those ends are incapable of attainment.	They are not incapable.

PETITION.	FACT.
The country, as a whole, is in its *original* state of uncivilized ignorance.	It is not.
It is this which presents the greatest obstacles.	It is not this which presents the greatest obstacles.
Para. 11.—Stationary condition.	Not stationary
Para. 18.—The import of which he is quite unable to give in his native tongue.	Does he not learn the second language? If is he "unable," who will translate for the petitioners?
And so on.	

4. The petitioners request, first, that an education of the highest class be given through the Vernacular. They do not know, perhaps, that very few boys go up higher than the 3rd Class in our Vernacular Schools. In the 2nd and 1st we teach Euclid, Algebra, Political Economy, Outlines of the History of the World, Geography beyond Asia, &c. If we see that they continue in the school, and have a desire to study further, we have for them Elements of Trigonometry, Elements of Astronomy, Elements of Natural Philosophy, Logic, &c., in their mother tongue; but, as soon as they learn Arithmetic, Mensuration, Surveying (Plane-table), History of India, the Geography of Asia, with some Grammar, and Chambers' Rudiments of Knowledge, and A Short Introduction to the Sciences (subjects taught in the 3rd Class), they leave the school, unless English instruction is available They are ready even to pay extra for this, according to their means and resources. The petitioners request, secondly, that an examination in the Vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University. We hold an examination in the Vernacular every year, but when we have so few boys in the 1st Class of our Vernacular Schools, whom are we to examine in the University Course? Supply comes as there is demand; demand is never created by supply. We are prepared to supply any book wanted, but we do not want to store the Curator's Office with unsaleable books. The petitioners request, thirdly, that degrees now conferred (such as B.A., M.A., &c.) on English students be likewise (the same B.A., M.A., &c., as I understand) conferred on Vernacular students. This, if done, instead of raising the *status* of the Vernacular, will certainly degrade English, and create terrible confusion. What will Europe think of an M.A. who cannot and does not read a single English paper or periodical, thousands of which are continually pouring out from the press? The petitioners request, fourthly, the creation of a Vernacular University. If in this University they desire only the recognition of the Vernaculars by the offering of such degrees as Afzalulfuzlá, Allámaidahr, Vidyáságar, Vidyásiromani, &c. (since by being made Doctors of Sanscrit and Arabic, as proposed by the *Friend*, they might be bothered out of their lives by the sick with applications for medicine), it will do no harm—nay, it may do good; and in time we may have it, but for the present its existence can be but nominal. There will be simply no candidate to compete, unless the Government rule that no man is to be a Principal Sudder Ameen who is not a graduate of this Vernacular University; or, if the rule be made applicable only to Sarishtadári, Nazárat, Moonsheeship, or even a Khansámání, the Examiners will have more work than enough.

5. It is easy to say, "Education for education's sake;" but I do not see how education can be valued if it be not turned to some practical use. What becomes of morality and enlightenment even if a man has no career to run, no profession to pursue? He is dead to the world in his life. England has so many careers and professions—military, political, ecclesiastical, commercial, or naval—all of which invite a man's energy and genius; all requiring, too, learning and training. In India a few Government employments are the sole aim and end of any exertion. Tell candidates that their passing in the Bible will lead them to the Bench, and they will pass; tell them that their passing in the Kurán will lead sooner, and they will pass. Beyond this they have nothing to aspire to. Reading, writing, and ciphering they value, because they are useful to them in the every-day business of their lives. They

do not care about history, because they do not share in the political discussions of the world; they do not love geography, because they never go out of India; they have no friend or relative abroad, and their village is almost their world. They soon forget their mathematics and sciences, whether learnt in English or Urdú, as soon as they leave the school, because they have nothing to bring them into practice. The more we open careers for them, the more we offer professions to them, the more and more the desire for better knowledge and higher education will arise. However, this desire will be only the work of time.

6. Blessed was the day in which our late lamented Lieutenant-Governor, Mr. Thomason, conceived the idea of the education of the masses. He obtained statistics of their condition, and found them utterly sunk in ignorance, and with no desire to come out of it. He thought for days and days, months and months, how to begin the work of improvement. His difficulty was how to induce them to move. Unless he showed them some immediate application of the knowledge he wished them to acquire to some business of their life, he was sure they would not be interested. He resolved, therefore, that Putwarees (and it is to be borne in mind that each village had a Putwaree) were to be examined in reading and writing, Devanágarí, and a little arithmetic and mensuration. He also ordered that even a peon was not to be employed unless he knew how to read and write. Thus a stimulus was given, and the people were roused from their apathy. The next difficulty was what further should be taught. To offer the people conic sections and the calculus, pneumatics and dynamics, would have been at that stage only so much waste of time. The intelligent Deputy Collector of Delhi, the late Rai Rámsarandás, came forward and produced four little books, which still go by his name, and are much used; they formed the germ of our Vernacular literature. The Tehseeldars were ordered to sell these books on account of the Government; thus beginnings of the Curator's Office were made. The Tehseeldars were directed to employ Pundits and Moonshees to teach these books to the young and old, and thus was laid the foundation of our Vernacular Schools. The appointment of a Visitor-General (now the Director of Public Instruction) brought to a consummation what had been conceived. It is only the food of knowledge which increases hunger, instead of satiating it. When a stress was laid on the Putwarees' papers, the zemindars and ryots both became anxious to understand them; a demand for Village Schools at once sprang up, and that so earnest that zemindars came forward with voluntary contributions of one per cent. on their malgoozaree jumma, which afterwards, by a resolution of the Government, were changed into a school cess at the time of settlement. Mr. Thomason modestly called all this "experimental." He did not live to see how wonderfully his experiment has succeeded. The Hon'ble the Court of Directors embodied all his views into their famous despatch of 1854, the Magna Charta of the Educational Department, and gave them such a stretch and scope that the despatch will remain a monument for ever and ever of the far-sighted statesmanlike philanthropy of the great man whose pen drew it up. To show how far the principles laid down in that despatch have been acted upon by our Government, I beg leave to submit herewith the following statement:—

3rd Circle, Department Public Instruction, North-Western Provinces.

Year.	Number of Village Vernacular Schools (Tehseelee and Halkabandi).	Number of Boys who received instruction	Number of Boys in the 3rd Class at the end of the year	Number of Boys in the 2nd Class at the end of the year.	Number of Boys in the 1st Class at the end of the year.	Remarks.
1855,	...	...	...	...	...	
1860,	994	47,630	1,239	210	68	
1865,	1,183	53,453	2,842	722	199	

7. I think that the time has come now to raise the standard of Vernacular instruction in our Normal School, and as soon as the new building for it is ready, this will form the subject of a separate communication.

8. I have just said that in the beginning the Curator's list contained only the four books prepared by Rai Rámsarandás; now we have about 200 books in our Vernacular library. Some of these have passed through a tenth edition, and of some, editions of 50,000, and even 100,000, of copies have been called for. The Government has all along encouraged good authorship. A *khilat* of some Rs. 2,000 was conferred on Pundit Bapú Deva for his Hindi translation of Algebra. A pair of excellent globes was presented to the author of the Hindi Bhugol Hastámalak. A gold medal has been bestowed on Babú Mathurá Prasád for his tri-lingual Dictionary; another medal has been given to the Secretary of the Allygurh Scientific Society, and an annual advance of Rs. 500 is made to the same Society for the purchase of books. We have a History of India in the Vernaculars Urdu and Hindi, which has been translated into English; the third part is almost ready for the press. We have a Geography of Asia, which also is being translated into English. The nature and merit of our Vernacular works can be better understood by going over the Curator's list. We have not as yet high-priced books in our store; but the price is the first thing to be considered. Few books will find purchasers if the price is not below 8 annas. It is not because we have not good authors or translators that we have not better books in the Vernaculars; it is only because the people are not yet prepared to purchase costly books. To make a book popular, cheapness will remain for some time to come the first consideration. I wonder how many copies of its publications the Scientific Society has succeeded in selling. I have a few hundred copies of the old Delhi Urdu translations, like—

1. Herschel's Astronomy,
2. Demorgan's Arithmetic,
3. Elements of Trigonometry,
4. Paley's Natural Theology,
5. Treatise on Magnetism,
6. Treatise on Surgery,
7. Treatise on Medicines,
8. Life of Cicero,
9. Life of Demosthenes,
10. Thoughts on the Existence of God,
11. Bentham's Principles of Legislation,
12. On the use of the Sector, &c.,

and have tried my best to sell them; but no offer has yet come above the rate at which waste paper is sold in the bazaar. I do not take it into calculation if a dozen or so are purchased by the rich, to oblige me, or satisfy their curiosity and vanity. We must guard against filling the Curator's Store with trash or unsaleable books.

9. In my humble opinion, the scheme now proposed and the principle enunciated by His Highness the Maharajah of Benares, in his recent application to the Government, is the best for ensuring good translations. The Committee named to adjudicate the prize offered by His Highness might be formed into a permanent Board of Examiners, to which the donors of future prizes might have the privilege of adding members.

10. Since the Calcutta University has made Sanscrit and Arabic, instead of the Vernaculars, its second language, a great advantage has been gained by the Vernaculars in those institutions which train up boys for the University. Sanscrit and Arabic bear the same relation to the Vernaculars as Greek and Latin do to the English. When the boys learn Sanscrit and Arabic, there is no doubt that their knowledge of the Vernaculars will be more sound and polished. The Vernacular has assumed now much importance, and holds the same position as English.

11. The Department has all along been alive to the usefulness of teaching as much as practicable in the boy's own mother tongue—that is, through the medium of the Vernaculars—in all our Anglo-Vernacular Schools. For instance, we teach English only as a language; history, geography, and mathematics are all taught in the Vernaculars. A copy of the printed scheme of studies is annexed herewith. It will be

as unwise as injudicious at present to assign a limit to the subjects to be taught by means of the Vernacular. As good Vernacular books are procurable, we are replacing the English with them. We can only hope that the Scientific Society may furnish us with some really good and useful books. We urgently require a complete course of study for Sanscrit and Arabic, prepared after the modern system. Using only the old books, either students will fail in the University Examinations, or, passing, acquire only a superficial knowledge of those languages. Under the old system, it takes some ten years to learn grammar only.

12. The schools being feeders of the college, the course of study in them is to be assimilated as much as practicable to that of the latter. Any undue reliance on the Vernacular and the Vernacular teachers of the boys will result only in their failure at the University Examinations, unless the University lower its standard; and that would be an event to be deplored. Good grounding in every branch of study, under the immediate instruction of European teachers, is the only sure path to University success.

13. Many men find fault with us for maintaining two Vernaculars. I take the liberty to quote here from my own preface to a Hindi book recently published :—

"I may be pardoned for saying a few words here to those who always urge the exclusion of Persian words—even those which have become our household words—from Hindi books, and use in their stead Sanscrit words, quite out of place and fashion, or those coarse expressions which can be tolerated only among a rustic population The sister Presidencies will sympathize with us, when they remember that we are not blessed like them in having the same language and character for the Court and the community. Our Court language is Urdu, and the Court language has always been regarded by all nations as the most fashionable language of the day. Urdu is now becoming our mother tongue, and is spoken more or less, and well or badly, by all in the North-Western Provinces. If we cannot make the Court character, which is unfortunately Persian, universally used, to the exclusion of Divanagri, I do not see why we should attempt to create a new language. Persian words, such as, *Atish*, *Maruf*, *Shitab*, *Zambur*, *Sardar*, *Kok*, &c., have been used by our first Hindi author (as I at least regard him), Chand, the famous bard of Prithiraj; and I think it is better for us to try our best to help the people in increasing their familiarity with the Court language, and in polishing their dialects, than to make them strangers to the Courts of the districts, and ashamed when they talk before the higher classes."

14. I have never been in favour of maintaining two Vernaculars—in fact, I do not acknowledge the existence of two; the one now called Hindi is the creation only of our school Pundits. My theory is to have one Vernacular language for the whole North-Western Provinces, whether written in the Devanagrí or in the Persian character: of course, when written in the latter, Persian phrases may predominate; and when in the former, those which have come from the Sanscrit may take their places; but no man is justified in forcibly introducing Sanscrit words never spoken or heard of by the people, only because he writes in Devanagrí, while the synonym in common use traces its root to the Persian or Arabic. I would never advise the abolition of the Devanagrí character, even if this were possible, because a knowledge of it is so easy of acquisition that it has been found by experience the most useful for the education of the masses. Moreover, a knowledge of this induces a desire to learn the Persian, or even the Roman character. Of course, where the Mahomedan element predominates, no Devanagrí is cared about. The Chief Commissioner of Oudh requests that the Director of Public Instruction, Oudh, will show in his Report for the present year "how many Putwarees' sons attend the school, and what proportion of "them learn Urdu" (Persian character), "it being important that the Putwarees' "accounts should be prepared in the language known to the Tehseeldar and his subor-"dinates." But I think our Government is wiser in making the Tehseeldar and his subordinates learn the Devanagrí, which is the character used by the people.

15. If I have thus succeeded in showing the position of the Vernacular, which will always be one subsidiary and subservient to English, and that the ratio of the success with which the study of it is prosecuted will depend on the growth of the middle class in India, I hope the few suggestions I have to make for placing it in a

condition of more, if possible, healthy progress, will be generally acceptable. They may be summed up as follows :—

1*st*,—The creation of an Oriental Department in the Calcutta University, so as to allow candidates for degrees to take up History and Geography, Moral and Mental Philosophy, and Mathematics, with more subjects to be added eventually in their own vernacular,—English and a classical language being still indispensable for the attainment of a degree the standard of which is never to be lower than it is in England. Provided the University guarantees the same proficiency in English, without the subjects which are proposed to be taught in the Vernaculars, as now, with those subjects taught in English.

2*nd*,—When the time comes, to have a separate University for the North-Western Provinces, Oudh, and the Punjab, or for the North-Western Provinces and Oudh only. Perhaps when we have a Governor with his Council for the North-Western Provinces.

3*rd*,—To have a uniform scheme of study for all our Anglo-Vernacular, Zillah, and Collegiate Schools, corresponding with the University Course.

4*th*,—To have a standing Board of Examiners of Translations, whose opinions may always be recorded in a preface to the book examined, and who may be empowered to grant rewards, in addition to the prizes offered by private individuals, for the best translations of the books selected, or for original works in the Vernaculars.

16. Hoping that I have said enough to prove that we are going on in the right direction, and believing that any sudden divergence from this will certainly do much mischief, I cannot close this letter without expressing my admiration at the boldness which has prompted the petitioners of Allygurh to conceive ideas which even the Bengalees, who are a hundred years ahead of us in the North-West, and who have such a long catalogue of books in their Vernacular libraries, including translations of Shakspeare and Milton, and who perform dramas from the English in their mother tongue, have not yet ventured to think practicable.

OFFICE OF INSPECTOR, 3RD CIRCLE,
D. P. I., N.-W. P. :
Benares, 18*th January*, 1868.

(Signed) SIVA PRASAD,
Joint Inspector, 3rd Circle,
D. P. I., N.-W. P.

MEMORANDUM ON THE STATE OF VERNACULAR EDUCATION IN THE UPPER SCHOOLS OF THE N.-W. PROVINCES.

THE present state of Vernacular education in the Upper Schools—*i. e.*, in the Colleges and Collegiate Schools of the North-Western Provinces—cannot be explained without a reference to the constitution of the institutions themselves as they now exist. I propose to sketch their progress in brief and general terms in the following paragraphs.

2. When a separate Department of Public Instruction was organized for the North-Western Provinces, State education was confined to colleges or large schools at important towns. These colleges consisted of Departments, English and Oriental, and the English, Sanskrit, Arabic, and Persian languages were the chief subjects of study. The Vernacular had no recognised position as a language of study, or one which it was desirable to elaborate, though it had been made to supersede the fashionable Persian as the language of the Courts. Bye and bye, when Tahsili and Halkabandee Schools came to be established, the necessity of providing books and teachers gave an impetus to the study of the Vernaculars. This influence was felt in the Upper

Schools in a reactionary way, and at the Colleges of Agra, Delhi, and Bareilly, attempts were made by the Principals to take the scientific teaching of the Oriental Departments into their own keeping by the use of the Vernacular. Dr. Ballantyne, at Benares, on the other hand, endeavoured to make Sanskrit the vehicle of his teaching.

3. At this period the study of English was unpopular. Classes were formed with difficulty, and the instruction was gratis. But in teaching English, the employment of the Vernacular in translation and explanation became another cause of its development. Terms had to be selected with care, and the idiom and genius of the language had to be considered.

4. In process of time, the advancement in life of natives who had learned English produced a marked effect on the attendance in the English Department. Many students who had hitherto adhered to Oriental learning took to English, and afterwards became useful servants of the State. The Oriental Departments held their position as before, and a good average attendance was kept up—the management of the studies being carried on in the native fashion; for, with the exception of giving the students a little knowledge of mathematics, &c., out of the ordinary run of Oriental teaching, and in the Vernacular, the Principals (with the exception of Dr. Ballantyne) were obliged to leave the native teachers to do as they pleased. The maintenance of Oriental teaching at the cost of the State was naturally welcome to the native mind, and the good pay of the establishments, and pensions *in prospectu*, kept a well-qualified staff together.

5. Dr. Ballantyne's efforts to induce his disciples to turn their attention to Western modes of thought and discipline were in a great measure fruitless. It is a melancholy chapter in the history of education in this part of India. The Pundits admired him for his proficiency in Sanskrit learning, but would not follow him into a Western grove. The Anglo-Sanskrit Department, on the other hand, which he formed, has borne fruit. The same is true of the Arabic and Persian Departments of the colleges north of Benares. They are remembered with regret by natives who reject Western instruction at all hazards; but their results, for any visible fruit they have borne, are nothing, or worse than nothing.

6. After the rebellion of 1857, the desire for English increased in a marked manner, and the undesirabilty of encouraging Oriental learning in its usual form was illustrated by more than one significant incident of the times. The Senior Teacher of the Oriental Department at Bareilly was sent away before the outbreak, on suspicion of fomenting, or of an inclination to foment, the anti-English spirit which was manifesting itself throughout Rohilcund. The Second Teacher was eventually transported for life. The Head Moulvi of the Oriental Department of the Agra College took an active part in the outbreak, and worked one of the guns at Delhi.

7. Under such circumstances and indications, the Colleges of Agra and Bareilly and the Ajmere School were changed (in 1858 and 1859) into Anglo-Vernacular institutions, the Oriental Departments being done away with, or absorbed into the new establishment. English thus became the study of all, side by side with the Vernacular, to which was added Persian and the elements of Arabic. In all cases, the attendance rose year by year, and the fees were increased periodically.

8. The constitution of the colleges being thus altered, they were suited for immediate affiliation with the newly-created University of Calcutta,—the system of which harmonized so well with their character that very little readjustment of the courses of study was necessary. But when this step was taken, it at once became clear that the University was now the arbiter of progress. The studies of the Upper Classes, whether in English or the second language, or in scientific and theoretical knowledge, were of necessity chosen in accordance with the requirements of the Syndicate of the Calcutta

University in their examinations, and the direction of the colleges in this important feature was *ipso facto* taken out of the hands of the local Government.

9. Hence, in considering the state of any one branch of study as pursued in the colleges in question now, it is necessary to see what have been and are the requirements of the Calcutta University in that branch, and whether success or failure characterizes the results achieved under examination.

10. Applying this rule to an examination of the state of education in the Vernacular in the colleges, which is the subject of this memorandum, I confine my observations—

I.—To the requirements of the University in that branch of teaching ;

II.—To the results of its examinations in the way of success or failure on the part of the candidates sent up.

11. First, as to the University requirements, I remark as follows :—

By the original Minutes of the Syndicate in 1858, candidates for the Entrance and B.A. Examinations were allowed the option of passing in* Arabic, Persian, Sanscrit, Bengali, Hindi, or Urdu, as a second language. The same languages were prescribed for the same purpose in 1862, when a middle examination (1st Examination in Arts) was instituted. As a matter of course, the candidates took up the Vernaculars, chiefly Urdu, as their second language, with what results will be seen presently. The text-books in Urdu for the Entrance Examination were (I take these from the published lists of subjects, year by year):—*Bagh-o-Bahar*, *Gul i-Bakawli*, *Ikhwan-us-safa*, *Khirad Afroz*, *Muntakhabat-i-Urdu*, *Araish Mahfil*, *Fuller's Selections ;* and in Hindi, the *Ramáyana* and the *Vidyánkur*. The Urdu selections above mentioned contained a little poetry, chiefly from the Urdu *Shahnama* and *Sonda*. In the Middle and B.A. Examinations the subjects were somewhat harder,—the *Diwan-i-Souda*, poetical selections, the *Nasr-i-Benazir*, and the *Fasana-i-Ajaib* being added. In the examination papers grammar was not neglected, but no books were prescribed. The Vernacular treatises compiled in this Department were used in preparing the candidates.

12. Such being the subjects of examination, I pass to the second point—results ; and as the system remained unchanged up the year 1866, I take them up to that year only :—

Year.	Entrance Examination.		1st Examination in Arts.	
	No. of Candidates.	No which failed in 2nd Language.	No. of Candidates.	No. which failed in 2nd Language.
1859, ...	31	2	...	...
1860, ...	35	20 (a)	...	...
1861, ...	40	1	8	...
1862, ...	28	2	7	2
1863, ...	23	...	4	...
1864, ...	23	...	9	1
1865, ...	35	...	11	1
Total, ...	215	25	39	4

(a) Eleven of these belong to the Benares College alone.

* Languages not used in the North-Western Provinces are omitted here.

That is, in the seven years about 11½ per cent. of the candidates for matriculation failed in their Vernacular or second language, and in the 1st Examination in Arts 10 per cent. The great failure in 1860 was due, at Benares, to the fact that the Bengali boys knew scarcely any Urdu or Hindi, and but little Bengali. Since that time the improvement is marked. At the other schools, I believe it was due to actual negligence and contempt of the subjects, both on the part of the native teachers and the taught. Five more candidates were presented the next year, and out of all only one failed in the second language. For the last three years on the list,—1863, 1864, 1865,—out of 105 students who went up for both examinations, only two boys failed in the Vernacular test.

13. It may therefore be fairly said that the Vernacular teaching in the Upper Educational Institutions of the North-Western Provinces had attained the standard chosen by the Calcutta University for the matriculation and 1st in Arts standards. As to the B.A. standard, there have been 21 candidates up to date, none of whom failed in the second language.

14. In the year 1866 it was ruled by the University authorities that candidates for the Middle and B A. Examinations should pass in a "classical" language as a second language. In consequence, Sanskrit and Arabic have to be prepared, and a change in the course of study has been necessitated for the proper tuition in Arabic and Sanskrit grammar of boys intending to matriculate in future. It is not difficult to foresee the effect of this. A pair of difficult languages, like English and Arabic, or English and Sanskrit, cannot be studied with success by mere lads, and the knowledge of one or other, or of both, will be superficial: moreover, other subjects of study must be neglected. Again, the large proportion of boys in the colleges are Hindoos, who speak and write no vernacular except Urdu, and often cannot even read the Nagri character. It might be supposed that their inclinations as Hindoos would prompt them to choose Sanskrit for their second language; but they are forced, as it were, to take up Arabic, because of its greater affinity to Urdu, both in its character, grammar, and vocabulary. A Hindoo who thus reads Arabic, reads it with distaste, and drops it as soon as he passes the examination. At Benares College, the Bengali students find it easier to take up Latin—a result which, it is probable, was not calculated upon by the University authorities. I recently examined five boys there in Horace, and found their acquirements most respectable; and I am of opinion that the native students generally who have matriculated, and therefore know a certain amount of English, would generally find Latin, taught in English books and by the English system, easier of acquisition than either Sanskrit or Arabic, as taught by Pundits and Moulvies.

15. Of the probable results of this supersession of the Vernacular by Arabic and Sanskrit, so far as it relates to the condition of our Upper Schools and Colleges, I cannot speak in hopeful terms. I would rather see Hindoos learn English than Arabic, and think they certainly cannot learn both together. I see no use in their learning Latin; and as to Sanskrit, I have long been of opinion that the less Government has to do with its teaching, except in a philological way, under a European scholar, in an Anglo-Sanskrit Department like that of the Benares College, the better.

16. I wish to see our Upper Schools remain as they are for the present, Anglo-Vernacular, being pefectly willing, if the Calcutta University, to which they are affiliated, consents to allow all the subjects of study not purely linguistic to be carried on *in the Vernacular;* and to have the students prepared for examination in those subjects *in the Vernacular*, as their proper medium of acquiring knowledge, and expressing themselves, when that knowledge is brought into play either in examination or in the ordinary business of life.

(Sd). M. KEMPSON.

APPENDIX C.

(COPY.)

No. 1.

FROM

A. O. HUME, ESQUIRE, C.B.,

Commissioner of Customs, N. W. P., Punjab, C. P., Oudh, and Hydrabad,

TO

R. SIMSON, ESQUIRE,

Secretary to the Government of the North-Western Provinces.

DATED AGRA, THE 5TH MARCH, 1868.

SIR,

I GIVE scholarships to the amount of Rs. 30 per mensem to my High School at Etawah. Remitting the money in small sums is inconvenient. I solicit the favor of the Collector of Etawah being instructed to receive in deposit from me Government 5 per cent. paper to the amount of Rs. 7,200, and under the authority that I will give him to draw half-yearly the interest on the same and devote it to the school scholarships.

2. So long as this arrangement continues, and until I withdraw (should I ever do so) the above Government paper, I wish two scholarships, each for *two years* to be give annually on the *4th of June*,—the one for Rs. 9 and the other for Rs. 6 per mensem ; the former for the best English scholar, the latter for the best mathematical scholar in the school, *not being above the age of fourteen* at the time such scholarship is given. The scholarship to cease in case of the holder deceasing or leaving the school before the expiration of the two years. Any savings due to deceased, &c., to be credited to a separate Scholarship Fund ; when this amounts to Rs. 1,000, the interest thereof may be distributed in scholarships at the discretion of the then Head Master.

3. A year's notice of the withdrawal of this Government paper to be given by me, my heirs, assigns, or executors, or a year's interest to be paid if immediate delivery is required.

I have, &c.,

(Signed) A. O. HUME,

Commissioner of Customs.

APPENDIX D.

No. 902.

FROM

M. KEMPSON, ESQUIRE,

Director of Public Instruction, North-Western Provinces,

TO

R. SIMSON, ESQUIRE,

Secretary to Government, North-Western Provinces.

Dated Bareilly, the 30th July, 1868.

SIR,

I have the honor of reporting, for the information of the Hon'ble the Lieutenant-Governor, that at the present writing the Reports of all the Local Educational Committees have been received, with the following exceptions,—Allygurh, Saharunpore, Meerut, Shajehanpore, Allahabad, Mirzapore, and Benares; and of mentioning in detail the suggestions made by the various Committees,—1*st*, on Zillah Schools; 2*nd*, Tehseelee ; 3*rd*, Hulqabundi ; 4*th*, General Topics; 5*th*, Female Education. If the

report of the above-named Committees be found on arrival to contain matter of importance, I shall write a supplementary letter in continuation of this. It seems unwise to wait longer now.

2. *I.—Zillah Schools.*

A.—The studies at this class of school have not apparently attracted much attention. The curriculum is *Anglo-Vernacular*, in connection with the Colleges and the Calcutta University. Boys are educated up to the matriculation standard, after which, for a continuance of their studies, they must resort to a College. There seems to be no reason for a modification of this scheme at present, and until the Calcutta University authorities determine to *examine* in the vernacular in such subjects as history, geography, or mathematics, it will not be prudent to *teach* in the vernacular in these schools so far as success in passing the University Examinations is an object.

B. 1.—The next question connected with these schools is the adjustment of the fees. At the beginning of 1867-68, when the schools were opened, a rate was purposely chosen higher than the small fees taken in the District Anglo-Vernacular Schools before, in order that the willingness of the public to avail themselves of the superior teaching now offered might be gauged; and the Local Committees were requested to give the subject their attention. Some of them have done so,—*viz.*, the Committees of Budaon, Futtehpore, Futtehgurh, Muttra, Cawnpore, Lullutpore, Etah, and Moradabad. The general opinion is in favor of a reduced rate. According to the tentative scale proposed, four annas was the lowest fee for incomes under Rs. 10 per mensem, and Rs. 4 the highest for incomes over Rs. 80 per mensem,—intermediate rates being graduated according to the incomes which fell short of Rs. 80. The Moradabad Committee recommend four annas as the lowest rate, as before, and propose Rs. 2 as the highest for all incomes over Rs. 50. The Budaon Committee would have three annas as the lowest rate, and for incomes from Rs. 10 to Rs. 160 would levy in the proportion of one rupee for every Rs. 40 of income. The Etah Committee suggest Rs. 2 as the maximum, and recommend 2 per cent. on the incomes generally as a fair rate. The Muttra Committee fixed upon 1½ per cent. as the proper rate, and introduced that scale without orders. The Futtehpore Committee would make two annas the minimum rate for incomes under Rs. 10, and 1 per cent. the general rate; and with them agree the Lullutpore Committee. Other Committees (*e. g.*, Mozuffernugger) opine the rate is too high at present, but propose no scale for adoption.

2. I remark that there are two classes of Zillah Schools, superior and inferior,—the one on establishments varying from Rs. 400 to Rs. 600; the other on establishments of Rs. 200. The places at which the superior schools are held are as follow:—1, Allahabad; 2, Allygurh; 3, Moradabad; 4, Cawnpore; 5, Shahjehanpore; 6, Budaon; 7, Muttra. Those at which the inferior schools are posted are,—1, Saharunpore; 2, Mozuffernugger; 3, Meerut; 4, Boolundshuhur; 5, Bijnour; 6, Bareilly; 7, Etah; 8, Mynpoory; 9, Furruckabad; 10, Humeerpore; 11, Jhansie; 12, Lullutpore; 13, Futtehpore; 14, Banda.

3. I think it may be laid down to begin with that a higher rate of fee should be taken from the superior than from the inferior schools, just as the highest rates of all are levied in Colleges; and I would therefore propose to make four annas, as before, the lowest fee for superior schools, and charge 2 per cent. on the income of the rest, as proposed by the Etah Committee. For inferior schools three annas might be the lowest fee, as proposed by the Budaon Committee, and 1½ per cent. on the income be the proportion taken, as advised by the Muttra Committee. Lower than this I should not wish to go; and if it is found that the people at places like Lullutpore, Jhansie, or Humeerpore will not give so much, I think it must be assumed that an English education is not wanted, and the school must be made vernacular.

4. The rules under this modification might run as follow:—

FEES FOR ZILLAH SCHOOLS.

1. Admission fee, one rupee. Re-admission after the name has once been struck off, Rs. 2.

2. Monthly fees in *superior* schools are to be assessed according to the income of the parent, or allowance during minority. Supposing the boy is an orphan, at the rate of 2 per cent., four annas being the minimum fee.

In *inferior* schools the rate is 1½ per cent., and three annas the minimum fee.

3. When two or more brothers are at school, the first pays full, and the others half rates.

4. Fees are payable on the first of the month, for that month.

C.—Scholarships have been recommended by the Committees of Budaon and Lullutpore. The former have set an excellent example in offering a scholarship of Rs. 10 to the boy who passes the best Entrance Examination of the Calcutta University, to enable him to proceed to the Bareilly College. This is the true system, and if generally adopted would make the Zillah Schools in time feeders to the Colleges, according to my original plan. The Lullutpore Committee would have sholarships given by the Government, or from Local Funds, to the most promising pupils. The distance of Lullutpore makes it impossible to expect that boys would proceed to a College, and therefore the Committee's proposal is a good one. The Boolundshuhur Committee seem to misunderstand the use of scholarships, when they resolve, in opposition to a proposal to invite boys from the outlying Anglo-Vernacular Schools to the Zillah School by offering small stipends, that "the luxury of an advanced education should be reserved for the classes able and willing to pay for it."

2. On the subject of scholarships generally I am of opinion that the Government may with advantage assign a scholarship of Rs. 10 to any Zillah School boy who passes the Entrance Examination of the Calcutta University in the 1st Division, on condition of his proceeding to a College to study for the next examination. The Zillah Schools are not intended to educate beyond the Entrance Examination, and scholarships to be gained by passing that examination could not be held locally with advantage. The institution of 20 scholarships at Rs. 10 would be sufficient, and would be a great encouragement to the students. I think, too, the Inspectors might be empowered to give scholarships of Rs. 5 to the best boys in the classes preparing for the Entrance Examination after their Annual Examinations year by year. Forty scholarships in all—that is, two for each school—would suffice for the present.

D.—Buildings.—The Committees have not adverted generally to the state of the Zillah School buildings. There is no proper school-house at Cawnpore, but one is rented for the use of the Zillah School by the Municipal Committee. The locality is objectionable in my opinion, both from its propinquity to the Mission Schools and surroundings, but it is the best available house. Meerut has no proper school-house. Furruckabad is also not properly provided. A reference on the subject of the hired house in use was made by my letter No. 533, dated 5th June last. Allygurh has long required a good school-house, but unfortunately delays have occurred, and it is still unprovided. The new schools at Moradabad, Bijnour, Muttra, and Humeerpore are in course of completion. Other places are more or less suitably provided.

II.—Tahsili Schools.—These schools received little notice from the Committees. The Budaon Committee seems to work well in looking up the District Schools. As regards studies, the native members of Committee would like to substitute for the books in use the old Persian curriculum. This was to be expected. History, geography, and mathematics would give place to Yusuf and Zuleikha, &c., very generally, if the ordinary native members of Committee had their way. The old Persian training is still too fashionable in native "*society*" for the practical teaching of the Government Schools to be spoken of by its members with commendation.* The Mozuffernugger Committee complains that the salaries of the teachers are too low. They are, I think,

* As an instance of the perversity of men of this class, I may mention that the Department now uses a Persian grammar *in the vernacular*, carefully prepared from the best current grammars *in Persian*, and vastly superior to any one of them; but the mere fact of its being *in the vernacular* makes it unrecognized. In the same way, in Arabic, the old cumbrous Persian grammars are preferred to the most scholarlike attempts to give a knowledge of Arabic through the vernacular.

right in this, and I hope soon to bring forward a scheme for increase. The Banda Committee would have no fees in Tahsili Schools.

2. The rate of fee is two annas per mensem, which, however, is not paid by all, and is generally paid with difficulty. These schools are very useful agents in their way for diffusing practical and useful knowledge, however strange to the habits of the country, through the vernacular. I am of opinion that we may increase the attendance in their case with advantage by lowering the fee to one anna.

III.— Hulqabundi Schools. 1.—The chief remarks made by the Committees are to the following effect:—

Goruckpore.—The Committee is of opinion that the pay of the teachers of these schools should not be lower than Rs. 8 per mensem, with a gradual increase to Rs. 15. Their remarks are as follow :—" Under the present rates, not only are the services of desirable men unprocurable, but even those who serve the Department fail to take an active interest in its welfare." It is proposed to " abolish a number of less popular schools, and devote the saving to increase the pay of the teachers of the remaining schools." It is also the opinion of the Committee that a more active supervision is necessary for the good working of these schools.

Bijnour.—The President reports that funds have become available for the establishment and maintenance of Village Schools in the Tehseeldaries of Bijnour and Nujjeebabad.

Budaon.—Sub-Committees have been formed to visit and report quarterly on the condition of these schools.

Mynpoory.—The Secretary's report is almost entirely a record of his own opinions and impressions on educational matters, chiefly on the state of instruction in Village Schools. He is of opinion that, " considering the small salary received by even the best paid of village teachers, it would be unreasonable to require that all should be Pundits in fact as well as in name." Regarding studies he makes a mistake in saying that " grammar is absolutely excluded from the school curriculum," and suggests that some elementary treatise on the subject be introduced. He also recommends the introduction of some entertaining work into the higher classes, such as the *Bagh-o-Bahar* or the translation of the *Arabian Nights*, published by Dr. Lazarus, of Benares.

Azimgurh.—The Secretary reports under this head that " the educated and intelligent natives of this district consider the Government scheme of education, so far as it appears in Hulqabundi and Tehsili Schools, to be an entire failure. Men of this class hanker after schools in which the teaching of English may be combined with the teaching of Oriental classics and sciences." A Mahomedan gentleman (a member of the Committee) proposed that a school should be established for the sons of gentlemen (raees), when proper provision should be made for the teaching of the Oriental classics and science, and some of the native members offered to raise subscription in aid of a school to be conducted on the principles advocated by the proposer. Finding, however, that sufficient funds could not be raised for the purpose, the advocate of this scheme opened negotiations with the Superintendent of the Church Mission School, with the object of grafting on the scheme of that school a scheme for promoting the study of Oriental classics. Their proposals were declined by the Superintendent, who, however, held out hopes to the deputation who waited on him that arrangements would be made by the Mission to add to his school a department for the study of Arabic.

Ajmere.—The General Committee, recognizing the primary object of instruction to be to read, write, and cipher, resolved—(1) that the opportunities of learning should be brought within the reach of each person, by establishing schools in every village where 20 children could be collected for the purpose of instruction ; (2) that a school should be established for a group of small villages, wherever advisable ; and (3) that existing schools should be aided by grants-in-aid, where acceptable. The efforts of

the Committee, however, to raise subscriptions were regarded by the people with disfavor, and it is the opinion of that Committee that as the Educational Cess under the Revenue Settlement now in progress will permit of the establishment of more schools on a permanent basis, all unnecessary irritation, such as a registry of subscribers' names would create, should be avoided.

Banda.—In communication with Baboo Siva Prasad, Joint Inspector of the 3rd Circle, a plan for a Hulqabundi School was agreed upon, and ten such schools are now in course of construction, under the direction of the President of the Committee.

Jounpore.—Numerous Village Schools have been visited by members of the Committee, and, in consequence of the observations recorded by them, considerable improvement has been effected in them. Durrees have been provided for the use of the schools generally; several inefficient teachers have been removed, and schools have been removed from one village to another. The Committee are glad to learn that the salaries of all village teachers have been raised by the Educational Department.

Mozuffernugger.—The Secretary reports that a variety of changes in the allocation of Hulqabundi Schools have been suggested to the Inspector of the Circle. The new rate of pay for teachers of these schools is approved of by the Committee.

Muttra.—Sub-Committees have been formed in the different pergunnahs for the purpose of reporting on the state of Hulqabundi Schools, and of taking measures for their improvement. In consequence of their exertions, the land-holders agreed to contribute at an increased rate. The available funds are now Rs. 13,000, instead of Rs. 9,200, per annum; 20 schools, at which the attendance of scholars was very small, have been closed; and the pay of the teachers has been raised 50 per cent. There are now 150 schools in the district, but the Committee propose to reduce the number to 100 or 110 when they are in a position to pronounce what schools are practically useless. It is confidently hoped that the increase of pay effected will attract a class of respectable and efficient men, and induce them to remain at their posts.

Jaloun.—There are 62 Village Schools in the district, with an attendance of 2,128 pupils. It is the opinion of the Committee that these schools are not popular, the instruction given in them not being adapted to the population. It is recommended that in lieu of geography and history, account-keeping in the native method be more taught, and *Hindi* substituted for the *Nagri*; that fees be discontinued, and that the teachers be allowed such perquisites as the parents of the children think fit to offer.

(Sic).

Jhansie.—In this district there are 55 Hulqabundi Schools, having 2,407 names on the rolls, and an average daily attendance of 1,811. The books taught in the Village Schools are considered by the Committee to be "not such as are calculated to be of practical use to boys who do not aim higher than becoming cultivators or small landed proprietors." The subject has already been brought to the notice of Director of Public Instruction, and a change of books recommended. The progress of the majority of the schools is not considered satisfactory, their inefficiency being in a great measure attributed to the small pay of the teachers.

Boolundshuhur.—As in the case of Tehsili Schools, there has been a falling off in the number of Hulqabundi Schools in this district. They amount this year to 112, with 3,799 pupils, as against 119 schools last year, with an attendance of 4,209 pupils.

Lullutpore.—There are 25 Hulqabundi Schools in the district, which, with one exception, are held in private houses. It is remarked that the Committee is powerless in disposing of any portion of the Local Funds for the purpose of building school-houses; but as the people are willing to raise by subscriptions a third or half of the amount required for each house, all difficulty in the way of erecting school buildings can be obverted, provided Government grant the remainder of the money.

Etah.—Recommendations for closing certain schools have been already forwarded to the Director, Public Instruction, and it was suggested that the money thus saved should be expended in increasing the pay of the teachers of the remainder.

Moradabad.—Estimates for repairs of 15 school-houses, and for the erection of two new buildings, were during the year passed by the Committee, and arrangements made for temporary accommodation for schools where the new buildings were not ready or the old ones under repair. Three new schools were also opened during the year.

At an early meeting of the Committee it was resolved that "all teachers thereafter appointed be previously brought before the Committee for enquiry into their character and qualifications." In pursuance of this resolution, selections were made from candidates presented by the Deputy Inspector for three vacant teacherships.

Agra.—It is the opinion of the Committee that the number of schools at present maintained is in excess of what can be effectively supported from the funds at the disposal of the Department. Schools appear to have been hitherto established without consideration as to the probability of their permanence. The Committee desire to establish a maximum number of schools with reference to the funds at the disposal of the Department, and to keep these in a prosperous condition; but the first step towards the attainment of this object is to acquire a knowledge of the scholastic wants of various districts, and this knowledge being most available to District Officers, it is considered that it can best be obtained from the Collectors. The following detailed information has been called for by the Committee :—

1. The sum raised in each pergunnah.
2. What schools should be maintained in each pergunnah, and where.
3. What sum should be spent in each pergunnah.
4. How much in the maintenance of each school.

On receipt of this information, the Committee intended to discuss the propriety of forming new schools, or recommending the abolition of others.

2. As regards the interest taken by the Local Committees generally in the schools, it is strange that Allygurh has set no example to the others, considering that the establishment of the Committee was due to ideas expressed by the Allygurh Society. The action of the Muttra Committee has been without doubt the most successful, and has been brought before His Honor by the Committee itself. The statements made in the various reports tally with my own observation in many particulars. The necessity for a redistribution of the pay of the teachers is obvious, even at the cost of closing several of the schools. The Committees, in concert with the Department, are quite able to effect this, and it seems to me that a scale of salaries in four grades—*viz.*, 6, 8, 12, and 14 rupees a month—may be at once introduced. A revision of the localities would be advisable at the same time, though I am not of opinion from personal observation that much change in this direction will be found necessary.

3. As regards the studies of these schools, they cannot, so far as I see, be well left to the discretion of the Committees. The vernacular education of the villagers is an idea so foreign to the views of the upper section of native society as to find very little sympathy. The ignorance of the masses is to them a matter of no regret, and, as the scheme of studies lies in matters of which they themselves are ignorant, they dislike the system. The majority of the members of the Committees at present are unable to examine the schoolboys in the little history, geography, and mathematics they do know; and it is no wonder they consider such teaching ill suited to the country.

IV.—General Remarks by Committees.

1. The following observations occur in the various reports :—

Goruckpore.—The Committee remark that as an increase in the sale of educational works is a criterion of an increase in the general desire for the attainment of knowledge, they deem it a subject for prominent mention that the sale of books in the Goruckpore District alone during the past year realized Rs. 1,654.

The Committee also view with regret the Government Resolution disallowing them any direct control over the expenditure, which they consider as tending not only

to lessen their own interest in educational matters, but to raise suspicions in the minds of the people as to the proper disposal of the funds. They suggest that they be permitted to regulate the expenditure without reference to the Director, Public Instruction, who will be furnished with periodical reports on the subject.

Azimgurh.—The native gentlemen generally of this district appear to be thoroughly dissatisfied with the existing system of Government education. The causes of this dissatisfaction have already been touched upon. Several who were invited to join the Committee declined, on the plea that they could not go into the sudder station to attend Committees; others who did join never attended the meetings. This unsatisfactory state of things is owing to several causes:—

1*st*,—The Hindoo gentlemen are mostly Rajpoots, careless of education altogether. The Mahomedans regard with contempt all education which does not embrace the study of their classics.

2*nd*,—Natives at a distance from the sudder station object to being brought in to discuss subjects in which they take no interest.

3*rd*,—It was at first believed (and the belief is still prevalent in some quarters) that the main object contemplated by the formation of these Committees was not to ascertain native opinion, but to get more easily at the pockets of the rich.

Futtehpore.—Looking at the growth of so many schools in this district, the President believes that in point of educational progress it has considerably raised itself in the estimation of the friends of education.

Etawah.—Great difficulty is experienced in drawing the different members of the Sub-Committees together: family feuds, feelings of pride, indifference to the subject of education, &c., prevent native gentlemen from meeting and discussing points proposed by the Central Committee. Unwilling to work together, they excuse themselves from the discharge of duties which, from being undefined, they consider unimportant.

To bring them into action the Committee suggests that some definite work be assigned them:—

(1*st.*) That the Deputy Inspector send his roznamcha in the first instance to the Central Committee, who will call on the Sub-Committees for their opinions on such suggestions as may be made.

(*2nd.*) That the Committees be consulted on the opening or the abolition of schools.

(3*rd.*) That the Vice-Presidents when on tour of duty be required to inspect schools they come across, and send a report to the Central Committee.

(4*th.*) That subordinate inspecting officers of the Educational Department may apply for aid to any member, and record the aid received.

(5*th.*) That the President of the Central Committee in his annual tour be accompanied by the Secretary (or the Deputy Inspector of Schools), who will examine schools—the prizes to be awarded by the President. This officer will thus learn the actual state of the schools and the action taken by the Sub-Committees.

Furruckabad.—Great inconvenience arose from the absence of the Tehseeldars from the monthly meetings of the Central Committee, and it was resolved that the Collector be requested to give the Tehseeldars leave to attend the meetings, which are held quarterly.

Jounpore.—The following are the principal rules laid down by the Central Committee for the guidance of Sub-Committees:—

1.—The Sub-Committees to investigate all particulars connected with the teachers.

2.—To report on the school buildings.

3.—The members to examine personally the schools in the neighbourhood of their residences, and their remarks and suggestions, after being read at a meeting of Mission

School Committee, to be forwarded, together with the opinion of the Sub-Committee, to the Central Committee.

Jaloun.—The Educational Committee is fully alive to the importance of education and is prepared to supervise and promote it; but their powers are limited. The President thinks an Educational Committee once a quarter ample for the district.

Cawnpore.—Some members of the Committee object on general principles to the appointment of Head Masters of High Schools as Secretaries of Local Educational Committees.

Bustee.—No hearty interest has as yet been excited in the work of education; still some progress has been made, and one or two of the influential zemindars have shown themselves open to conviction. The Rajah of Bansee contributes half the salary of an English Teacher, and has promised to give Rs. 400 towards the building of a school-house. Another zemindar, Sumrut Singh, is ready to contribute freely to a third English School.

Humeerpore.—The state of education generally in this district can hardly be called very favorable. One or two of the English Schools are in a fair enough state; but as regards the Vernacular Schools, there appears to be a tendency in parents to make their children learn just enough Hindee for employment as a putwaree. The majority of the Tehseeldars in this district take no interest in the cause.

Agra.—The President remarks that it seems to him open to question how far Educational Committees are required at Agra, the head-quarters of a large staff of the Educational Department.

2. The remark of the Goruckpore Committee as to possible suspicions on the part of the people that the School Funds are misspent by the Inspector is somewhat strong. Theoretically, the business of an Inspector is to examine schools; but under our system, as the teachers are all of his appointment, and he has the business of leave-giving, fining for absence, dismissal, and so forth, so he alone knows what changes occur, and what variations must occur in each month's salary-bill. Added to this, his power in enforcing the orders he gives from time to time very much depends on his being the paymaster. I own I should like to relieve the Inspectors of the responsibility of managing the Hulqabundi Funds, if the Local Educational Committee were really competent to undertake the work. This I think is very problematical. The matter would of necessity be delegated to the Tehseeldars, and jobbery in the appointment of the teachers would be unavoidable, and the native Inspecting Officers would lose all authority in the districts. The schools would gradually drift back into simple indigenous schools, and differences of local management would in time make it impossible to compare the progress of district with district, or circle with circle. I think the Local Committee may be considered to be on their trial in this respect, and more power may be given them in time. The objection started by the Cawnpore Committee as to the appointment of Head Masters of High Schools as Secretaries to Committees is a solitary one. The principle of the objection is the fact of his being thereby one of a Committee which sits in judgment on his own work; but this is unimportant. He is not responsible to the Committee, but to the Department he belongs to; nor does the *management* of High Schools rest with the Committees.

V.—Female Schools.

1. The Assistant Inspector, Mr. Graves, has abstracted the remarks of the Committees as follows:—

"This subject seems to have attracted a larger share of the attention of the Committees than any other educational matters; but, owing to the opposition on the part of influential natives in some districts, to indifference and want of sympathy in others, and to other causes, but little has been effected in aid of the movement. It is something, however, to know that the subject has been brought before influential and wealthy men in nearly all the districts, and that in some of them as much has been done as can reasonably be expected for the present."

Goruckpore.—A monthly subscription to the amount of Rs. 19-8-0 has been raised, and Government has been applied to for a grant-in-aid of Rs. 40. Three Female Schools have been opened as an experiment, at which there is an average attendance of thirty girls. The Secretary of the Committee had inspected these schools, and was of opinion that with due care and management they would prosper.

Budaon.—The question of the establishment of a Female Normal School was brought before the Committee at one of their meetings, but it appeared from a document bearing the signatures of most of the influential natives (Hindoo and Mahomedan) of the city that the spirit of the native community was averse to the proposed scheme. The grounds on which they based their objection to the establishment of the proposed school were, that no woman of good family would join a Normal School; that "no females will on any account assemble together" in such a school, as "Hindoos marry their daughters at six or seven years of age, and respectable Mahomedan girls above that age will not appear before strangers of *either sex.*" It was the opinion of the Committee, however, that if an experiment were made it should be on a very small scale, the cost being defrayed from the Municipal Funds.

The seven Girls' Schools in the city appear to be in a satisfactory state. They are under the direct management of Mr. Hanson, the Joint Magistrate. The teachers are in all cases residents of the mohullah in which the school is, the parents objecting to their daughters being taught by strangers. The girls attending these schools are, without one exception, daughters of Mahomedan parents.

Bijnour.—Miss Carpenter's scheme for the establishment of Female Normal Schools was discussed and generally approved of by the Committee; but it is suggested that in the case of native students the study of English should be optional, as the compulsory study of English might create some misapprehension as to the real object of these institutions.

Mynpoory.—At a special meeting held last November the Government proposal for the organization of Girls' Schools and the establishment of a Normal School was considered. A majority of those present declared that they wished first to see the experiment of a Normal School tried at Agra. There seemed a willingness to contribute to such an establishment, on the understanding that women from Mynpoory could be received there for education, and teachers supplied from it.

Futtehpore.—A subscription of Rs. 50 per mensem has been raised towards the support of a *Normal School* on the plan proposed by Miss Carpenter, and a grant of Rs. 100 per mensem asked for from Government. There are in the district ten Girls' Schools, giving instruction to 123 girls.

Ajmere.—With reference to the establishment of a Normal School, the Committee consider that, as the measure is one of peculiar novelty to the people of Ajmere, who, from their isolation, have not the advantage of personal observation and of personal contact with enlightened men, the case of this district should be regarded as exceptional, and that Government should continue to defray the cost of educating a limited number of schoolmistresses until the success of Girls' Schools established through their agency should afford ocular proof of their ability.

Etawah.—Central Committee called for the opinions of the Sub-Committees on certain subjects connected with female education, and the papers received from the Committees were forwarded to the Director, Public Instruction. The opinions offered by the Committees are not given in the Report.

Furruckabad.—Respecting the establishment of a Normal School, the Committee are of opinion—(1) that the backward state of education among males in this district

puts an additional difficulty in the way of female education; (2) that the Girls' Schools now in existence are not flourishing; and (3) that the funds are hardly sufficient to meet the existing expenditure.

Banda.—The Committee are using their best endeavours to collect subscriptions for the establishment of a Normal School.

Mozuffernugger.—The question of female education has been several times discussed, but no practical results have been attained, there being no gentlemen of weight to inaugurate the scheme, and the general prejudice against it deterring lesser men from coming forward.

Muttra.—The Committee earnestly urge the establishment of a Normal School at Agra which could supply teachers for the whole of the Agra Division, and they believe that with the aid of the Municipal Committee the district could contribute Rs. 80 per mensem towards the maintenance of such a school. Ten girls from Muttra might be trained there, who could afterwards give instruction to the daughters of the higher classes in the larger towns and villages of the district.

Jhansie.—The Committee endeavoured to form a Female School at New Jhansie, but, notwithstanding all the efforts in this direction, the scheme proved a failure.

Boolundshuhur.—There was much opposition to female education on the part of the Mahomedan members of the Committee, and, though open opposition subsequently ceased, still the feeling mostly prevailing is one of strong reluctance. Sub-Committees were, however, formed, and it was decided to open six *infant schools* in five places. A subscription of Rs. 80 per mensem was obtained, with a grant of Rs. 80 from Government, and four male and two female teachers selected to take charge of these schools. The Committee believe that the success of these schools depends on the prudence with which a commencement is made, and it is proposed not to admit girls above ten years of age for the present. Besides the above, two private schools have been opened, which the Committee hope to aid. It is considered premature to attempt founding a Normal School in this district at present. Honorary Magistrate Mahomed Buksh and Deputy Magistrate Luchmun Singh are named as active and zealous friends of female education.

Lullutpore.—The Committee report that the people have not the slightest sympathy with the movement of female education, which indeed is almost beyond their comprehension. The subject, however, will be more fully discussed in the present year, and the Secretary hopes to report more favorably in his next report.

Bustee.—Nothing has been effected in the direction of female education. The Secretary remarks that it has as yet been found impossible to break through the prejudices even of the members of the Central Committee.

Humeerpore.—The opinions of the Tehseeldars on the subject of Female Schools having been called for, only one, the Tehseeldar of Moudha, held out any hopes of such schools being established. Four schools were opened in this place by the "somewhat over-zealous exertions" of the Tehseeldar, which are still in existence. There is no hope of establishing a Normal School at present.

Moradabad.—The views of Government and of the Director, Public Instruction, on the subject of female education were fully explained to the native members of the Committee, who, however, showed a manifest reluctance to take any steps in the matter, stating they would content themselves for the present with watching the results of the efforts made elsewhere, and, in the event of these proving successful, would gladly take a share in the movement.

2. There is great willingness on the part of the English members of Committee and on the part of educated natives to help on female education. Assignments from Local Funds are possible, but there is no expectation of a really voluntary initiation of the movement among the natives themselves. The question of the maintenance of existing schools is under reference—G. O. No. 91A., dated 30th ultimo—and I reserve any remarks it may be desirable to offer until my reply is ready.*

* This has now been despatched.

VI.—As this is the first occasion of report since the establishment of District Committees of Education, I have devoted some space to their observations.

I shall be glad to receive His Honor's orders as to the rate of fees to be levied in Zillah Schools, and the reduction of the fee in Tehsili Schools. These points and the revision of the Hulqabundi School salaries are the most important under reference.

VII.—I think, too, it would be well that the Committees should know what action has been taken on their various reports, and for this purpose this letter and His Honor's orders thereupon might be printed for circulation, and added to the Annual Report in the form of an appendix.

I have, &c.,

M. KEMPSON,

Director of Public Instruction, N. W. P.

No. 904A.

FROM

R. SIMSON, ESQUIRE,

Secretary to Government,

North-Western Provinces,

To

M. KEMPSON, ESQUIRE,

Director of Public Instruction,

North-Western Provinces.

Dated Nynee Tal, the 28th August, 1868.

SIR,

I am directed to acknowledge the receipt of your letter No. 902, dated the 30th ultimo, in which you report the proceedings of the several Local Educational Committees in these Provinces during 1867-68.

2. In reply, I am desired to convey to you the thanks of the Government for the careful and elaborate review which you have drawn up. It will no doubt prove a most efficient stimulus, tending to sustain and increase the active interest which so many of these Committees have already taken in the work, to find that their remarks and suggestions have been carefully attended to, and in so many instances have led to practical action and improvement.

3. In regard to the non-receipt of the reports of certain Committees, I am to observe that the Commissioner states that the Benares Committee forwarded to you their report on the 3rd March: the report has probably miscarried. The Committee of Allahabad has only been recently appointed, on the Lieutenant-Governor ascertaining that no action had been taken to carry out the orders for the appointment of such Committees: His Honor trusts that its report next year may contain evidence of

interest and action. The Shahjehanpore Committee has recently submitted its report. The Lieutenant-Governor concurs in your expression of surprise and regret that no report has been received from Allygurh, the district in which the proposal for constituting these Committees originated, and the enlightened native society of which is so well qualified to aid the Educational Department with their advice.

4. The Lieutenant-Governor quite agrees with you that under existing circumstances the present constitution of Zillah Schools should be maintained, and the tuition be mainly conducted through the medium of English text-books. But every endeavour should be made to impart high efficiency also in vernacular literature and composition.

5. The attention of the Lieutenant-Governor was directed at Mozuffernugger to the heavy scale of fees required by the existing rule from the pupils in Zillah Schools, and His Honor has found that a feeling generally prevails that their pressure is too great. In corresponding with you on the subject, the Lieutenant-Governor has already informed you that the fee may with advantage be higher in the larger towns, where the demand for education is greater than in the smaller and more backward towns. As the "superior" schools are ordinarily established in the former, a differential scale may, in conformity with the above principle, be applied to this class of schools. His Honor is of opinion that the fee should, as a rule, be kept low; for, while there is undoubtedly an advantage in making those who are able pay a fee which shall lead them to value the education imparted, still the popular character of these institutions must be borne in mind. In this view the Lieutenant-Governor is prepared to sanction the following scale :—

Where the income	Superior Schools.	Inferior Schools.
Does not exceed ... ... Rs. 20 0 0	4 Annas per month ...	2 Annas per month.
Do. do. ... ... „ 50 0 0	8 „ „ ...	4 „ „
Do. do. ... ... „ 75 0 0	12 „ „ ...	8 „ „
Do. do. ... ... „ 100 0 0	1 Rupee „ ...	12 „ „
Do. exceeds ... ... „ 100 0 0	2 Rupees „ ...	1 Rupee „
Admission Fee	1 Rupee ...	8 Annas
Re-admission Fee	2 Rupees ...	1 Rupee

6. Of the rules proposed by you for the enforcement of these fees, the third and fourth are approved; and another may be added, to the effect that no exemption from the payment of fees such as was admitted by the former rules is allowable in favor of any class.

7. The working of this new scale should be carefully watched and reported on both by the Educational staff and by the several Committees.

8. The Lieutenant-Governor highly approves, and will support, your proposal for the assignment of a certain number of scholarships of Rs. 10 to each pupil of the Zillah Schools who succeeds in passing the University Entrance Examination and proceeds to carry on his education at some one of the Colleges. The example in this direction set by the Budaon Committee is commendable, and worthy of imitation. I am to request that you will take steps for carrying the proposal into effect, by making the necessary provision in your Budget, with full explanation of the cause of increase. Your view of Zillah Schools as feeders of the Colleges is correct; at least this ought to be one of the most important objects set before them, though it should not of course be prosecuted to the exclusion of furnishing a thoroughly good education to the middle classes, and to the better students of the lower class, even though they do not aspire to a collegiate education.

9. The subject of the provision of proper school accommodation, referred to under the head of "Zillah Schools" is one suitably falling within the scope of the Local Committees' observation, and the Lieutenant-Governor trusts that they will keep it in view in their proceedings and annual reports.

10. His Honor is also pleased to sanction the proposal for lowering the fee in Tehsili Schools; the small fee now imposed should be exacted punctually from all, without exception.

11. Referring to your remarks under the head of "Tehsili Schools," and with special advertence to the observations of the Azimgurh Committee, His Honor observes that the desire of the native members of the Committees to see the Oriental classics more studied is natural, and should be respected. Indeed, some knowledge of Oriental literature is almost essential to the character of a well-educated native gentleman, and is certainly a necessary qualification to any one who aspires to elegant authorship. The excellent series published by Major Lees would no doubt be welcomed by the native members of Committees, and the Lieutenant-Governor would be glad to see these introduced in Government Schools.

12. Neither must we be surprised at the partiality evinced by the native members for native modes of teaching grammar, &c., in preference "to the most scholarlike" compilations, seeing that these latter are generally strange and foreign in their aspect and construction to the Oriental scholar. The superiority of the systematic grammars and other elementary works framed on correct European models may be admitted, and their introduction made the rule of the Department; yet, while all this is fully kept in view, some concession may in exceptional cases be made to the preferences of the people: and generally our proceedings should be taken in a manner that will not rudely offend the prejudices and national partialities of those whose aid and influence it is our duty, as well as our interest, to conciliate.

13. The remarks of the various Committees on the Village-circle or Hulqabundi Schools have been perused by the Lieutenant-Governor with much interest. The importance of proper remuneration to the teachers, whose salaries appear now to be fixed on no uniform scale, and often to be very inadequate, has been rightly taken up by you, and the standard proposed, with slight modifications, is approved, as follows:—

First Class, ...	Rs. 15	per month.
Second Do.	,, 12	ditto.
Third Do.	,, 9	ditto.
Fourth Do.	,, 6	ditto.

As so much depends upon the means at the command of the Committees, it is not possible to fix the proportions of the number of each grade; nor, indeed, is it intended that the above scale shall be at once fully carried out. It will suffice that it be placed before the Committees as a standard, to be worked up to as opportunity offers. Neither would the Lieutenant-Governor wish that there should be any material reduction in the number of schools in order to attain this standard. It is satisfactory to observe that from personal observation you are of opinion that the present territorial distribution and localization of the schools is on the whole good,—though you have very properly indicated this also as one of the subjects that may suitably and advantageously be taken up by the Local Committees.

14. The somewhat obscure suggestion of the Jaloun Committee "that Hindi be substituted for Nagri," may possibly signify that books in the ordinary language of the people should be preferred to those written in pure and classical Hindi. If this be its purport, there is importance in the remark; but the Lieutenant-Governor does not doubt that you are yourself alive to the question.

15. Referring to your concluding remarks on this subject, His Honor agrees with you that the course of study and selection of the class-books must be retained in the hands of yourself and your staff; but the criticisms of the Committees on either point should always be thankfully received, and due attention given to them.

16. Neither does the Lieutenant-Governor think there would be any advantage in transferring the administrative and financial charge of the schools to the Commit-

tees. Not that His Honor shares in your anticipations that the work would in too great a measure be devolved on the Tehseeldars, or that if it were so devolved, " jobbery " would be the result; but, under present circumstances, it seems unavoidable, for the sake of efficient and uniform control, that the administration be retained directly under Government, and, as justly remarked by you, additional power and action will gradually be conceded to the Committees as it may be found that they are willing and able to exercise it with advantage.

17. The remarks of the Committees on Female Education are not encouraging, but they are not on that account the less valuable, and the native members should be encouraged to communicate their sentiments freely and frankly on this subject, without fear or favor. The general purport of your abstract of their opinions justifies the views expressed by the Lieutenant-Governor on the Annual Report, on the great importance of working through the Local Committees, and endeavouring that everything attempted should be done, if not at the instance, at least with the full concurrence, of the native members. A full knowledge of the discouragements and difficulties to be encountered will best enable us to shape our course so as in the end to attain some practical results. Our present efforts have evidently as yet hardly touched the higher and leading classes, and we must look to the system of zenana instruction, by means of mistresses of respectable extraction, educated in our Normal Schools, as the only means at present available for affecting the upper ranks.

18. I am to add that your Report and these remarks will be printed and attached as an Appendix to the Educational Report of the year. Separate copies will also be struck off and a suitable number sent to each district for the use of the Committees.

19. In conclusion, I am to state that the Lieutenant-Governor trusts that the Committees will continue to show an increasing interest in the Colleges, Schools, and Village Schools of their respective districts, and thus aid the Government in its great work of promoting the intellectual and moral development of the people.

I have, &c.,

R. SIMSON,

Secretary to Government,

North-Western Provinces.

No. 905A.

COPIES of Mr. Kempson's Report, and of this letter, forwarded to the Presidents of the several Local Educational Committees, North-Western Provinces.

No. 763 A. OF 1868.

FROM

R. SIMSON, ESQUIRE,

Secretary to Government,

North-Western Provinces,

To

M. KEMPSON, ESQUIRE, M. A.,

Director of Public Instruction,

North-Western Provinces.

Dated Nynee Tal, the 18th August, 1868.

SIR,

GENERAL DEPT.

I AM directed to acknowledge the receipt of your letter No. 400, dated 1st May last, with which you submit your Annual Report on the progress of Education in the North-Western Provinces for the year 1867-68, and in reply to communicate the following observations and orders, which conform to the order of subjects observed in your address.

2. The Lieutenant-Governor has received with gratification your assurance that the Local Educational Committees, which have been recently organized, are working usefully. His Honor believes that it was the one link wanting to bring the operations of the Educational Department into the necessary connection, both with the general administration, and with the people themselves. The Lieutenant-Governor has had opportunity to observe the increased interest in consequence already taken in the details, as well as in the general cause of education. The Government has specially commended the efforts of the Muttra, Goruckpore, and Mirzapore Committees.

3. The steady increase in the percentage of expenditure under the head of actual instruction is satisfactory. This result is chiefly due to the growing proportion of local funds expended in the direct object of instruction, as well as to the enhancement of payments under the head of grants-in-aid; and it is hoped that both causes will, year by year, become more and more fully developed.

4. It is a matter of satisfaction that a really good English School (Missionary, if not Government) is available at the head-quarters of every district where the population is sufficient to justify its establishment.

5. The difficulty in procuring a site at Allygurh for the erection of a Zillah School having been now removed, it is hoped that a suitable building will be completed in the present year.

6. The estimated income and expenditure of the School Cess in these Provinces, for the period under report as noted below, are satisfactory :—

Income and Expenditure of the School Cess in the North-Western Provinces in the year 1867-68.

	Number of Schools.	Number of Scholars.	Income, Rupees.	EXPENDITURE, RUPEES.						
				Salaries of Teachers, &c.	Expenditure on buildings.	Scholarships.	Prizes & books for use, &c.	Contingencies, &c.	Female Schools.	Total.
Total.	3,202	100,751	2,98,864 6 6	2,43,168 12 1	21,841 12 8	6,850 2 1	6,881 10 8	9,941 0 8	4,235 1 2	2,92,918 7 4

7. It is not understood upon what principle the scholars from District Schools, admitted as boarders into the Bareilly College, are not required to pay the customary fees. This point should be explained. All such exemptions are in themselves more or less objectionable.

8. It is gratifying to find that Mr. A. O. Hume, C.B., continues to evince his interest in the Etawah High School in so practical a form, now that he has left the district for the higher post of Commissioner of Customs. The Government has already acknowledged the provision made by him for the payment of his two scholarships.

9. No report has yet been submitted to Government regarding the contribution of Rs. 1,000 made by the Nawab of Tonk to the Etawah High School; the circumstance should have been reported when it first came to your knowledge. You are requested now to furnish the details, in order that a suitable acknowledgment may be made to the Nawab.

10. Colleges.—The account given in Appendix A. of Gunga Saran's examination has attracted observation, and it is hoped that his future course will justify the expectations formed of him.

11. It is observed that the students who ranked fourth and sixth in the examinations belonged to the Ajmere School. This speaks well for that institution.

12. In the second and third school classes the student standing first belongs to the School Department of the Agra College; it is singular that in the second class the next highest student from the same institution should rank so low as eighteenth.

13. Referring to the returns of the University examination for the second and fourth year classes, as shown in the margin, it is satisfactory to find that the number going up for examination is on the increase.

Examination.	No. of Candidates.		No. passed.		No. passed in 1st Division.	
	1866.	1867.	1866.	1867.	1866.	1867.
1st in Arts ...	9	18	6	13	1	1
B. A. ...	3	7	2	3	0	1

14. The proportion of the candidates who passed the middle examination, *viz.*, 72 per cent, is no doubt large; but I am to observe that the number which constitutes this percentage, *viz.*, 13, is not very large for a whole Province.

15. The remarks of Mahomed Ahsan, the Examiner in Oriental languages, have not been noticed by you. His report given in Oordoo should have been translated, or at the least an abstract given in English. He complains that the course read in the different Colleges varies so much, that it is difficult to institute common grounds of comparison. The objection is deserving attention. The general account given by him of the attainment of the pupils in the subjects of the Oriental examination is not encouraging. It does not promise well for the usefulness of the students in after life, that some should be ignorant of the elements of their own language, and many unable to spell correctly in it. The Lieutenant-Governor trusts that this subject will have your earnest attention.

16. Were it not for the danger above noticed, of not possessing the accurate knowledge of their own vernacular, and also of some cognate classical language (a qualification indispensable in a native gentleman), the Lieutenant-Governor would have highly applauded the study of Latin, which is stated by you to have been taken up by five of the Benares candidates. This, however, should not be encouraged unless there has been already acquired by the candidate a competent knowledge and skill in his own vernacular.

17. It is observed that in the University Examinations no student has failed in the second language, which is so far satisfactory. But with reference to the foregoing remarks, it is apprehended that the attention paid to Oriental languages, as ascertainable from the Native Examiner's report, is hardly of a nature to justify the conjecture* that the time devoted to the study of language had been at the expense of other branches. Your second assumption, therefore, as to the difficulty of mastering studies in a foreign tongue is the more reasonable.

* Para. 16.

18. The remarks contained in the 20th paragraph of your report, regarding the effect of failure at the University Examinations on the candidates themselves, are important. It cannot, of course, be expected that the colleges in these Provinces will be able, at any early period, to compete on equal terms with those of the Presidency, which, from the long establishment there of superior schools and colleges, and the advantages possessed by a metropolitan position, and the seat of a great maritime and mercantile population, must necessarily take the lead. Still, it is difficult to see what other than the University test could with propriety be introduced. But the necessity of keeping the standards, especially the lower ones, as moderate as possible, in consideration of the comparative weakness and backwardness of the provincial institutions, will no doubt have the full and favorable consideration of the Calcutta Syndicate.

19. Adverting to your paragraph 22, I am to state that it is satisfactory to see that neither you nor your staff are discouraged by the great difficulties in the way of the students of these Provinces attaining high academical distinction. It is better, as you truly say, to endeavour to qualify as many as possible for the Bachelor of Arts degree, than to be too ambitious of that of Master of Arts,—a standard evidently beyond the present calibre of the great body of your students. If a fair number of B. A. degrees be secured, the Lieutenant-Governor will be well content.

20. His Honor has noticed with regret the death of Pundit Vitthal Sastri, who had attained a well-deserved reputation, even among the scholars of Europe.

21. With reference to the Benares College, I am to state that on the occasion of distributing, in the month of March, the prizes at that institution, the Lieutenant-Governor availed himself of the occasion to remark that the combination of Sanskrit with English learning had, so far, failed to realize the great expectations that were entertained of it by Mr. Thomason and Doctor John Muir. By these and other great authorities it was hoped that men imbued with Sanskrit Philosophy and Literature, and at the same time well versed in the Science and Art of the West, might be able to communicate the treasures of true knowledge acquired through the English language, in a native and attractive form to their countrymen. As yet these anticipations have borne no fruit. The combination of Oriental and Western learning attempted in this department may be regarded as yet upon its trial, and it would be premature to condemn it: but, certainly, it is discouraging to find that from among these Anglo-Sanskrit Scholars, no one has yet appeared to justify, even by an unsuccessful attempt, the hopes of Mr. Thomason. The Lieutenant-Governor looks to the accomplished Principal of this College to keep the objects proposed by Mr. Thomason, in his speech at the opening of the Benares College, in view: and by seeking to inspire fresh life and energy into the Anglo-Sanskrit Class, animate them with the desire of realizing the hopes which that great Statesman set before them.

22. Your report will be awaited on the question of removing the Law Classes to Allahabad on the transfer to that station of the High Court of Judicature. The matter is now under the consideration of Government.

23. The Lieutenant-Governor concurs in the opinion expressed by Mr. Jardine on the inexpediency of discontinuing the Vernacular Law Class. With the present limited proficiency attained in English throughout these Provinces, it would evidently

affect materially the scope and usefulness of this department to confine the lectures to the English language.

24. The system of erecting Boarding-Houses, for the use of the students coming from a distance to attend the Government Colleges, is most useful. Sir William Muir inspected the Benares Boarding Square, and had every reason to be satisfied with the efficiency of the arrangements, and with the apparent estimation in which the institution is held by the native gentlemen of the place. The only objection His Honor found was that of the crowding of the rooms, mentioned in the 29th paragraph of your report, which must be obviated. Every lad should have his own room; it does not matter how small, if only it be kept clean, dry, and well ventilated.

25. SCHOOLS.—In your 30th paragraph you have given interesting statistics, showing among other things, that there is but one Government School to every 11 miles of cultivated area. The result must be viewed in the light of former returns, and, though perhaps small in itself, is yet indicative of progress. The percentage of the population under instruction is yearly increasing; and, if taken in conjunction with the large numbers taught in aided and private schools, there is no reason to regard the result with despondency.

26. The Lieutenant-Governor concurs with you in regarding the increase of higher and middle schools to be matter of satisfaction, though the reduction in the number of lower schools is a movement in the wrong direction.

27. The Lieutenant-Governor agrees in the objections urged against the limitation of Tehseelee Schools to one for each Tehseeldaree. Many of the Tehseels have come by consolidation to embrace very large areas and populations; some, in fact, are equal in that respect to an entire district in the Non-regulation Provinces. His Honor will be quite prepared to consider favorably any well digested and reasonable scheme for establishing schools on the Tehseelee standard at populous and important centres, which can be shown to be imperfectly supplied with opportunities of education owing to the inadequacy of the present system.

28. Turning now to your observations on the state and prospects of the Village Circle Schools, I am to observe that the Local Educational Committees recently organized are well qualified to render themselves specially useful in the management of this class of schools. The native members can without difficulty ascertain whether a school is flourishing; or if otherwise, the cause of unpopularity. It would be impossible for an Inspector visiting the schools but seldom in the year, and whose arrival in the vicinity is at once noised abroad and prepared for, to do this so thoroughly and well as a Committee possessed of local knowledge and influence.

29. Another field of useful influence for the Local Committees is opened up in your 31st paragraph, namely, the encouragement of the local population in subscribing funds towards improving the salary of the Village Circle Teachers. An equal amount being given from the school funds, this becomes in fact an application of the principle of the grant-in-aid rules to these schools; and is a movement which, supported by the Local Committees, promises well for the improvement of the Village Schools, and the provision of better teachers.

30. In these and such like ways the Lieutenant-Governor looks to the influence of the Local Committees, and of the officers of Government engaged in the district administration, to call forth the co-operation of the people in fostering the Village Schools, in adding to their number and promoting their efficiency. The Lieutenant-Governor has found already a greatly increased interest shown by the Executive branch in the progress of popular education,—an interest which previously no doubt was seriously affected by the degree in which the Educational Department had become dissociated from the general administrative machinery. The Lieutenant-Governor is much gratified by finding that you so cordially appreciate the change, and are taking practical advantage of it.

31. The views expressed by the Inspector, Baboo Shiva Pershad, in the extract contained in paragraph 34E. of your report, respecting the object and value of the Village Circle Schools, are very important, and must be kept in mind by the officers of the department and by the Local Committees. The primary object of the Village Circle Schools is the education of the rustic population in the elements of learning, and from this object the department must not be diverted by any prospect, however alluring, of establishing a more limited number of advanced schools. The great virtue of the North-Western Provinces' system is that it aims at raising the *masses* to a certain degree of education and enlightenment. In this, it has already achieved a certain measure of success; and the plan of inducing the local population to supplement the cess funds, and thus widen the area and improve the action of the Village Schools, is in every way to be applauded and encouraged.

32. High Class Schools.—During the year under report there were six more candidates for the University Entrance Examination than during the previous year; 82 per cent. passed as compared with 59 in 1866, and 7 students instead of only one passed in the 1st Division. All the candidates from Ajmere passed, as also 6 out of 7 from Etawah, 10 out of 12 from Agra, 20 out of 23 from Benares, and 12 out of 17 from Bareilly. The single candidate from Allygurh also passed. The position taken by the Etawah High School is creditable to it. The Lieutenant-Governor is gratified by the general progress shown by these details, and trusts that it is an augury of steady advance.

33. His Honor supports the views contained in your 35th paragraph, that where good private schools are available the School Department of the Colleges may be reduced without detriment, and with the benefit of strengthening the College staff proper. The Agra School classes may accordingly be gradually dispensed with in the way proposed. The Lieutenant-Governor desires that you will, as opportunity offers, give effect to the same views elsewhere.

34. It is satisfactory to find, from the evidence adduced in your 38th paragraph, that the Mahomedan portion of the community is beginning to appreciate more highly the advantages of an English liberal education.

35. The proposals for the conversion of the Ajmere School into a College have been sanctioned, with some minor exceptions, by the Government of India. The Lieutenant-Governor is glad to hear so good an account of this institution.

36. It is very gratifying to Sir William Muir to find that Colonel Keatinge, V. C., has shown so marked an interest in the Ajmere College. The words of advice in the cause of education addressed by that officer, in their own language, to the Native Chiefs, will no doubt, as anticipated by yourself and Mr. Goulding, be productive of good results.

37. Mr. DeMello has, as usual, secured for the Etawah High School successful results at the Entrance Examination for the Calcutta University. The Lieutenant-Governor on visiting this school was gratified by the estimation in which he found it held by the inhabitants of the town and district.

38. The school at Allygurh has made a good beginning. The Commissioner of the Division has been urged in the Public Works Department to expedite the necessary measures for the erection of a suitable school-house. The Lieutenant-Governor was glad to observe, on visiting the place, that much interest was shown on the subject both by the Collector, Mr. Lawrence, and by the members of the Allygurh Institute.

39. Middle Class Schools.—The Zillah Schools are very suitable to the present condition and wants of the urban population of these Provinces; and they pave the way for a class of schools that will eventually provide education of a still higher standard.

40. With reference to the list of Zillah Schools given in your 48th paragraph, it is not understood why the Meerut School is included amongst the "inferior class." This school, it is observed, had a greater attendance during the past year than that at Budaon, and should perhaps be put upon the same footing. It must be your care to propose the raising of schools of the "inferior class" to the "superior," whenever the circumstances will justify the promotion.

41. The principle explained by you under which the Government refrains from establishing a Zillah School, wherever efficient education is provided by other agency, works satisfactorily, and no deviation for the present is required.

42. The scheme of study for the Zillah Schools, as noticed in your 50th paragraph, is good. The object of supplying the Government Colleges with well-trained students must be steadily kept in view, and the eventual result of superseding the School Department of the Colleges by means of these Zillah Schools worked up to.

43. Every effort must be made to secure for the Zillah Schools really effective teachers, well versed themselves not only in the various branches taught but in the proper mode of teaching,—without which indeed no real progress can be expected.

44. The project of increasing the salaries of teachers by means of local contributions should be pressed upon the attention of the Local Committees.

45. His Honor considers it but fair that the inhabitants themselves should be expected to aid in supporting the Allahabad Zillah School. You are requested to see that whatever is necessary for the real efficiency of this institution is provided.

46. The question of the amount of fees to be charged in Zillah Schools has been the subject of separate correspondence, and awaits your final report. It will probably be found that the scale hitherto in force requires to be materially reduced, especially in the smaller towns where the demand for learning is not great.

47. I am to enquire whether the Zillah School for the Jaloun District might not be established at Calpee, a flourishing town with 18,000 inhabitants. As Etah contains only 6,500 inhabitants, I am to suggest that the Zillah School for that district might be removed to Kasgunj, where there is a population of 15,000. The town of Jhansie itself belongs to Scindiah; and it appears to the Lieutenant-Governor that Mow, which has nearly 20,000 inhabitants, and is a thriving mercantile town, would form a better site for a Zillah School than the head-quarters of the district.

48. The report of the Assistant Inspector on the schools at Muttra, Cawnpore, Mynpoory, Etah, and Furruckabad is satisfactory.

49. Lower Class Schools, Tehseelee.—With reference to the difficulty of maintaining branch Tehseelee Schools in large towns from the school fees, I am to remark that, as before stated, the Government is prepared to consider proposals for their re-establishment. You should at once report to Government specially strong cases, and each application will be decided on its merits.

50. Adverting to the points discussed in your 57th paragraph, the Lieutenant-Governor considers that the correct principle of action is to impose small school fees, and to exact regularity of payment. His Honor does not think that a small fee would be objected to. Considering the constitution of these schools, Sir William Muir regrets that, under a late ruling of the Supreme Government, the fees cannot be considered a local asset. The expenditure of the fees in improving the schools which raised them, would probably do more than anything else to reconcile the people to their payment.

51. *Tehseelee Schools, 1st Circle.*—The Lieutenant-Governor agrees in the views expressed by you regarding the too high standard of attainments expected by Mr. Howell from the students in Tehseelee Schools.

52. The decrease of attendance at the Tehseelee Schools during the past year is much to be regretted. If it is the result of too high fees, the subject requires serious consideration. The principle must not be lost sight of that these are intended to be schools for the lower orders, and should form a link between the village circle and indigenous schools and the higher institutions, still preserving their es ential feature of being intended for the better scholars of the masses.

53. The results shown in the Progress Table of the Tehseelee Schools of the 1st Circle are so far good, that no schools are entered as "very bad," or even "bad." Last year there were four of each description. It is observed however, that three schools in the Boolundshuhur District, which were reported last year as "very good" have now sunk to "fair" and "middling," whilst Meerut is now alluded to as having only one good school instead of two. This deterioration is to be regretted.

54. The testimony of Mr. Lloyd to the usefulness of Tehseelee Schools, and the good accomplished by them, is very gratifying, and entirely accords with the Lieutenant-Governor's own impressions as to their great value, and the duty of Government to encourage them by every means in its power.

55. *Tehseelee Schools, 2nd Circle.*—It is observed that in the 2nd Circle there has been a decrease of 16 Tehseelee Schools (through the operation of the orders of the Government of India imposing the limit of one for each Tehseeldaree) and of 1805 pupils. The decrease, however, is mainly amongst the less advanced pupils, in the two highest classes the decrease having been only 44. It is satisfactory to learn from Mr. Lloyd's report that most of the schools which have ceased to belong to this class have been absorbed amongst the Village Circle Schools.

56. The Progress Table for this circle shews that there was only one "very good" school in the year under report, namely, at Furruckabad. The only one of the sa ne description last year was at Etah. Five schools are entered as "bad". Twenty-one have improved during the period under report, whilst eight have fallen off, of which latter number three are in the Agra District.

57. Enquiry will be made through the Commissioner as to why a school-house has not been erected for the flourishing school at Meeran-ki-Serai (erroneously written *Miran* in your report).

58. *Tehseelee Schools, 3rd Circle.*—The schools of the 3rd Circle have temporarily decreased by two, and the attendance by 624. The higher classes have greatly diminished, but this is in a measure due to the opening of several new Anglo-Vernacular Schools, which have attracted many of the most advanced pupils of the Tehseelee Schools.

59. *Tehseelee Schools, Ajmere.*—It is satisfactory to find that 12 out of the 18 Tehseelee Schools in the Ajmere Circle have decidedly improved during the past year, whilst only one has fallen off.

60. The remarks of the Inspector regarding the school at Khadera, quoted in your 75th paragraph, are interesting.

61. *Kumaon Circle.*—The Progress Table for the Kumaon and Gurhwal Circle has not been submitted, possibly owing to the fact that the newly appointed Inspector, Captain Garden, had not had time to visit all the schools of his circle. But I am to remark that Major Smyth should have left the requisite materials for the compilation of these returns.

62. HULKABUNDEE, OR VILLAGE CIRCLE SCHOOLS, *1st Circle.*—The returns of the 1st Circle show the establishment of 9 new Hulkabundee Schools and an increase of 49 scholars. The attendance, however, at the two highest classes has diminished by nearly 2,200.

63. Mr. Rogers remarks that too much time is devoted by students to the manual labor of drawing maps, and thinks that a portion of the hours thus spent might be more profitably employed in the study of Arithmetic. This should be attended to.

64. I am to remark that when the Inspector of any Circle is unable to examine the bulk of the schools himself, a "Progress Table" should still be prepared, partly, if need be, from the reports of the Assistant and Sub-Inspectors, and partly, if possible, from the remarks of the Local Committees, noting the number of schools examined by each, so as to prevent misapprehension. The Lieutenant-Governor considers that these tables are important, not only for the year in question, but also for future comparison.

65. *2nd Circle.*—A decrease of 111 schools and 2,255 scholars is observed in the 2nd Circle.

66. With reference to the incomplete state of the Examination Table for this Circle, I am to request that it may be explained why the Assistant Inspector gave no account of the schools, beyond mentioning the actual state in which he found them.

67. No schools classed as "very good" are found in the Progress Table for the 2nd Circle, while last year there were four; on the other hand there are now 72 good schools against 30 last year, but there are also 30 "very bad" against 20 in the previous year. Further, it is not satisfactory to find that while 141 schools have improved, no less then 185 have fallen back during the year. Sixteen schools are noted as "very bad" in the Muttra District alone, and the numbers which have fallen off in the Agra, Muttra, Etawah and Mynpoory Districts are large. Under the influence of the Local Committees it is trusted that the next year's report will show better results.

68. *3rd Circle.*—The remarks of the Inspector of the 3rd Circle, regarding the state of the Village Circle Schools, as quoted in the 87th paragraph, and your own observations in the paragraph preceding, are very gratifying, and the result is highly creditable to the Joint Inspector, Baboo Shiva Pershad.

69. It is observed that upwards of two-thirds of the boys who attend the Village Circle Schools of this Circle are agriculturists. This is in accordance with the professed object of these schools.

70. The Progress Statement shows that there were 1,207 schools and 39,799 scholars, compared with 1,228 schools and 40,608 in the previous year. The number of "very good" schools, amounting as it does to 133, is remarkably large.

71. Female Schools.—On the subject of Female Schools, the Lieutenant-Governor has perused Mrs. Graves' report with much interest. The appointment of an Inspectress is an experimental one, and it would be premature to express any opinion yet as to its success. There is, however, ground to hope that it may prove advantageous.

72. The results reported show but little progress in most of the schools, especially in the Agra District. In the Benares District and in Ajmere there is better promise, and the Lieutenant-Governor looks with expectation to the efforts of Baboo Shiva Pershad in this direction.

73. One serious want is the almost entire absence of an interesting and improving vernacular literature suited to the native female mind and circumstances. The exertions of Baboo Shiva Pershad himself, to do something towards supplying this want, are deserving of high praise. The Lieutenant-Governor desires that this grand desideratum may be continually kept before the students of our colleges. It is to be hoped that from amongst these some may be found able and willing to devote themselves to the work of authorship.

74. The Lieutenant-Governor is about to offer, with the approval of the Government of India, rewards (which may reach Rs. 1,000 or more in each case, according to the value of the Treatise) for any work in the vernacular, whether a compilation or an original composition, which by its style and contents may prove itself a suitable and valuable contribution to native literature; and to no species of work would Sir William Muir award such a prize with greater satisfaction, than to one suitable for the women of India.

75. I am to express the concurrence of the Lieutenant-Governor in the remarks contained in paragraphs 100, 102 and 103 of your report, on the principles to be kept in view in fostering female education. Zeal in this department requires in a special manner to be tempered by judgment and discretion. In all educational movements we must seek to carry the people with us; but in this branch the condition is one of absolute necessity. The scruples of the native mind, connected as they are with considerations of extreme delicacy, and based upon a state of society in which the conditions differ so entirely from those to which European maxims apply, must be treated with the utmost respect; and every movement should be so arranged as to proceed not only with the consent, but as much as possible at the instance, of the influential inhabitants of the vicinity themselves.

76. In this view the Lieutenant-Governor looks with great satisfaction to the association of the Local Committees in the work of female education. The happiest results may be expected to follow if the native members are encouraged to take the initiative, not only in the establishment of schools for girls, but also in any projects that may be devised for Normal Schools. Both at Benares and Allygurh Sir William Muir found the feeling to be very favorable to female education among those who take the lead in the direction of native opinion.

77. His Honor is well assured that your own views are in accordance with this opinion, and that you will take every suitable opportunity of inculcating them upon the staff of your department.

78. Normal Schools.—The Lieutenant-Governor has had the opportunity of inspecting the Normal Schools for male teachers at Benares, Agra, Meerut and Almorah, and concurs in the general description given in paragraph 106 of your report. The material is, as there stated, "but poor," and the opportunity of advancement, from the limited period of tuition, small. Yet the amount of knowledge acquired is in itself of great value, considering the rudimental class of schools for which the pupil teachers are destined. The habits of correct and careful teaching, to which all the pupil teachers should be trained by the actual charge of classes from schools in the vicinity, ought to prove of much benefit. As the field of selection improves, a decided progress in this department may be looked for from year to year.

79. Private (inspected) Schools.—It is observed that there is a decrease of 292 inspected schools (chiefly of the lower unaided class) and of 2,557 scholars, during the past year. But the expenditure, as marginally noted, is considerably larger than last year, and the character of the instruction may, it is hoped, have improved.

	1866-67.	1867-68.
Imperial expenditure ...	Rs. 1,36,968	Rs. 1,57,514
Local ditto ...	„ 4,16,206	„ 4,20,356
Total ...	Rs. 5,53,174	Rs. 5,77,870

80. In 1866-67 St. John's and the Victoria Colleges at Agra, and Jai Narain's College at Benares, passed only 7 out of 19 candidates who presented themselves for the University Entrance Examination. In the year under report, 15 out of 31 have been successful. This improvement is satisfactory.

81. The system of grants-in-aid, as explained in your paragraph 120, is admirably calculated to call forth the energies of the public themselves, and is a very economical and effective mode of expending the educational funds at the command of the

Government. These schools are carrying on a most useful work in aid of the efforts of Government, and they are deserving the utmost encouragement.

82. The Government grant has been continued to the American Mission Schools for girls at Etawah for another year, in the hope that they will regain the efficiency they formerly displayed under Mr. Ullman's care.

83. The Lieutenant-Governor visited the Canning Protestant School for girls at Agra, and found it to be in a very efficient and satisfactory state.

84. His Honor concurs, from personal inspection, in the praise awarded to the Church Mission Normal School for girls at Benares.

85. Mrs. Graves' inspection of the Bareilly Municipal Committee's Schools appears to have been carefully conducted. The indigenous schools referred to in your paragraph 124*b*., with all their drawbacks, are very useful and deserving of encouragement.

86. Sir William Muir visited the Normal School for Native Christian Teachers at Seegra, and concurs heartily in the commendation bestowed upon it. The Reverend Mr. Leupolt and Mr. Treusch deserve much credit for the highly efficient state in which His Honor found it.

87. The Lieutenant-Governor concurs in the expediency of the measure recommended in your 126th paragraph. The submission of a report on your proposed scheme for a fixed allotment of scholarships is awaited.

88. On the subject of employment for the students educated at Government Colleges, I am to remark that lads of good education and business habits are sure to find their own level. The Lieutenant-Governor does not think that any distinction should be drawn between the elèves of Government Institutions and private schools. It must also not be forgotten that scholastic qualifications do not necessarily imply business habits or administrative ability. His Honor is quite satisfied that, in so far as these latter qualifications may be found present, the Government Officials of all grades will always gladly prefer and promote persons possessed of a good education.

89. Referring to your remarks on the study of the English language, the details given in your 132nd paragraph, though not in themselves great, show a decided progress, and give promise of increasingly good results.

90. In whatever walk of life the student who has acquired a sufficient mastery of English may enter, most important social advantages are justly to be expected from its acquisition. The point most to be deplored, in the Lieutenant-Governor's opinion, is that on leaving school or college the students as a rule cease to study. Were it otherwise, and were any department of science or literature, Oriental or European, prosecuted by the ex-students, the best results might be looked for; and no opportunity should be lost in inculcating this lesson upon those about to leave our colleges. If the prospect of Honors in the Oriental Classics could be held out to such as had succeeded in passing, say, the Middle University Examination, it might tend to lead those who by a fair English education have acquired precious stores of European knowledge to prosecute the Oriental studies, which would qualify and fit them for communicating those treasures to their fellow countrymen in an elegant vernacular style, and in conformity with native modes of thought and illustration. I am to commend this subject to your consideration, in connection with the movement for rendering the University more popular and useful in these Provinces. The Lieutenant-Governor will be prepared to receive and support any well-considered suggestions in this direction.

91. Referring to your remarks on the Allygurh Institute, I am to state that, as a whole, the Lieutenant-Governor regards the objects and proceedings of that body as deserving high encouragement. Those proceedings may possibly be open to some

criticism, but it is surely the wisest course to avail ourselves of every apt and useful instrument, rather than dwell upon defects, and thus alienate that which might otherwise help us to forward on the great work of national improvement. If it were for no other service than the suggestions which led to the constitution of Local Committees of Education, the Lieutenant-Governor thinks that the Allygurh Society deserves well at the hands of the Educational Department.

92. The results in the sale of educational books during the past year are excellent. The increasing number of native book-sellers, who keep in store for sale the school publications of this Government, proves the popularity and cheapness of the works, and is a highly promising feature in our educational arrangements.

93. Upon the whole, the progress of the department has been satisfactory during the year, and I am to convey the Lieutenant-Governor's acknowledgment of the ability and zeal with which you have conducted its affairs. Your staff, and especially the chief officers enumerated in your 143rd paragraph, are also entitled to receive the acknowledgments of Government.

94. As the arrangement under which your office and head-quarters have hitherto been established at Bareilly has been found disadvantageous, the Lieutenant-Governor has decided that the head-quarters be transferred to Allahabad, which change will be carried out after the rains of the present season. And Sir William Muir will then have the benefit of your advice and aid more closely and constantly than hitherto, in the conduct of this interesting and most important branch of the administration.

I have the honor to be,

SIR,

Your most obedient Servant,

R. SIMSON,

Secretary to Government,

North-Western Provinces.

TABULAR APPENDICES TO THE REPORT

ON THE

PROGRESS OF EDUCATION

IN THE

NORTH-WESTERN PROVINCES,

FOR THE YEAR 1867-68.

PART II.

Allahabad:

PRINTED AT THE GOVERNMENT PRESS, NORTH-WESTERN PROVINCES.

APPENDIX E.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1867-68.

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.
			Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10 *a*.	10 *b*.	10 *c*.	10 *d*.	10 *e*.	10 *f*.	11.
Government College, ...	Agra, ...	1823, ...	249	44	5	298	330	308	298	19	52	147	31	53	...	8 As. to Rs. 5.
Ditto, ...	Bareilly, ...	1837, ...	219	51	5	275	284	260·7	275	61	230	48	7	8	...	Ditto.
Ditto, ...	Benares, ...	1792, ...	668	30	2	700	714	630	* 516	...	186	186	122	153	50	Re. 1 to Rs. 10
Total, ...	...	...	1,136	125	12	1,273	1,328	1,198·7	1,089	80	468	381	169	214	50	...

* 5 of these study Latin as 2nd Language.

APPENDIX E.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1867-68.—(Continued.)

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Receipts.							
			From Government	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	2.	3.	12.	13.	14.	15.	16.	17.	18.	19.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government College, ...	Agra, ...	1823, ...	54,539 13 6	17,100 3 6	...	...	3,359 5 6	627 8 7	...	75,626 15 1
Ditto, ...	Bareilly, ...	1837, ...	42,998 12 1	144 0 0	...	292 0 0	1,638 5 0	...	2,258 0 0	47,331 1 1
Ditto, ...	Benares, ...	1792, ...	72,105 7 0	1,447 0 0	...	281 0 0	8,749 13 9	37 13 3	100 1 3	82,721 3 3
Total, ...	...	...	1,69,644 0 7	18,691 3 6	...	573 0 0	13,747 8 3	665 5 10	2,358 1 3	2,05,679 3 5

APPENDIX E.

TABLE No. 1.—*I. Institutions for General Education, for the year* 1867-68.—(Concluded.)

GOVERNMENT COLLEGES AND COLLEGIATE INSTITUTIONS.

Name of Institution.	Locality.	When Established.	Charges.			Difference between Receipts and Charges.		Annual Cost of educating each Pupil.		Remarks.
			Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
1.	2.	3.	20.	21.	22.	23.	24.	25.	26.	27.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Government College, ...	Agra, ...	1823, ...	54,539 13 6	...	54,539 13 6	21,087 1 7	...	186 2 3	186 2 3	
Ditto, ...	Bareilly, ...	1837, ...	45,692 12 1	1,541 4 7	47,234 0 8	97 0 5	...	171 5 5	151 6 5	
Ditto, ...	Benares, ...	1792, ...	68,924 0 0	13,520 3 4	82,444 3 4	276 15 11	...	115 7 5	100 15 8	
Total, ...	...	...	1,69,156 9 7	15,061 7 11	1,84,218 1 6	21,461 1 11	...	138 11 4	127 11 10	

Office of Director of Public Instruction,
N.-W. Provinces:
Dated Bareilly, the 30th June, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1867-68.

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average number of pupils on the rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.						Monthly rate of Schooling Fees.	Receipts.				
																From Government				
			Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.		By monthly instalments.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	11.	12.	12*a*	13.	14.	15.
																Rs. As. P.		Rs As.P.	Rs.As.P.	Rs. As. P.
Government School, ...	Ajmere, ...	1851, ...	225	77	1	303	307·5	281·5	303	24	24	158	121	121	2 As. to Rs. 5.	18,515 14 9	...	96 0 0	...	500 0 0
Hume's High School, ...	Etawah, ...	1856, ...	391	19	5	415	403	388·39	237	20	113	263	15	193	3 As. to Rs 2.	10,200 0 0	...	...	...	270 8 0
Total, ...	...	...	616	96	6	718	710·5	669 89	540	44	137	421	136	314	...	28,715 14 9	...	96 0 0	...	770 8 0

APPENDIX E.

TABLE No. 2.—*I. Institutions for General Education, for the year* 1867-68.—(Concluded.)

GOVERNMENT SCHOOLS OF THE HIGHER CLASS.

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Difference between Receipts & Charges. Excess of receipts over charges.	Excess of charges over receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1.	2.	3.	16.	17.	18.	19.	20.	21.	22	23.	24.	25.	26.	27.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Government School, ...	Ajmere, ...	1851, ...	1,858 8 0	492 9 2	...	20,462 15 11	17,443 10 8	2,663 8 1	20,107 2 9	355 13 2	...	65 6 2	60 3 5	
Hume's High School, ...	Etawah, ...	1856, ...	912 12 6	...	...	11,383 4 6	10,260 0 0	1,238 12 5	11,438 12 5	...	55 7 11	28 6 1	25 4 11	
Total, ...	...	...	2,771 4 6	492 9 2	...	31,846 4 5	27,643 10 8	3,902 4 6	31,545 15 2	355 13 2	55 7 11	44 6 10	40 4 10	

Office of Director of Public Instruction,
N.-W. Provinces:
Dated Bareilly, the 30th June, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1867-68.

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS—(ZILLAH SCHOOLS.)

	Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year				Average number of pupils on the Rolls monthly	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts				
																		From Government.				
				Hindoos.	Musalmans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		By monthly instalments.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10a.	10b.	10c.	10d.	10e.	10f.	11.	12.	12a.	13.	14.	15.
																		Rs As. P	R. A. P.	Rs. As. P.	R. A. P.	Rs. As. P.
1	Zillah School,	Saharunpore,...	1st April, 1867,	43	7	...	50	54·68	48	50	6	13	31	...	...	...	4 As. to Rs. 4	2,183 5 9	...	...	50 14 0	781 9 6
2	Ditto, ...	Mozufferuugger,	Ditto, ...	43	4	...	47	50·16	45	47	15	25	47	15	47	...	4 As to Rs. 4	2,400 0 0	...	...	...	729 0 0
3	Ditto, ...	Meerut, ...	Ditto, ...	63	31	...	94	83·9	86·5	94	3	16	78	...	...	...	2 As. to Rs. 4	2,345 10 7	...	...	...	171 3 11
4	Ditto, ...	Boolundshuhur,	Ditto, ...	62	8	...	70	74·5	56·54	70	11	20	70	...	...	...	4 Annas, ...	2,251 0 0	...	...	294 14 8	...
5	Ditto, ...	Allygurh, ...	Ditto, ...	144	10	...	154	180	180	154	34	50	154	...	4	1	2 As. to Rs. 2	6,273 9 9	...	...	...	50 0 0
6	Ditto, ...	Bijnour, ...	Ditto, ...	70	14	...	84	87·9	76 75	84	14	14	56	...	...	...	2 Annas, ...	2,320 3 10	...	...	...	552 7 0
7	Ditto, ...	Moradabad, ...	Ditto, ...	100	46	2	148	122 91	148	148	41	...	72	10	25	...	4 As to Rs. 2	6,985 0 0	...	2,277 0 8	...	...
8	Ditto, ...	Budaon, ...	Ditto, ...	59	26	...	85	95 82	79·55	83	...	...	83	...	...	...	Ditto, ...	4,496 5 10	...	1,093 7 5	...	7 8 0
9	Ditto, ...	Shahjehanpore,	Ditto, ...	70	26	...	96	88·22	87·76	96	14	15	67	...	...	...	2 As to Rs. 4	5,193 4 4	...	...	...	...
10	Ditto, ...	Muttra, ...	Ditto, ...	112	8	...	120	117 5	100 57	120	12	12	81	3	39	...	Ditto, ...	4,554 2 1	...	...	...	...
11	Ditto, ...	Etah (Kasgunj,)	Ditto, ...	35	4	...	39	54 5	46·01	39	5	5	15	3	19	...	1 to 8 Annas,	2,164 11 9	...	...	...	54 0 0
12	Ditto, ...	Mynpoory, ...	Ditto, ...	91	4	...	95	118·5	96·98	95	6	6	35	7	54	...	Ditto, ...	2,318 14 5	...	30 0 0	...	...
13	Ditto, ...	Furruckabad,...	Ditto, ...	55	18	...	73	71·72	58·52	73	...	10	41	1	21	...	2 As. to Rs. 2	2,264 5 6	...	...	...	48 0 0
14	Ditto, ...	Cawnpore, ...	Ditto, ...	178	35	2	215	157	107	215	25	14	150	8	22	...	4 As. to Rs. 4	6,881 9 0	...	...	...	512 8 0
15	Ditto, ...	Humeerpore, ...	Ditto, ...	30	6	...	36	34 25	30·08	36	...	4	32	...	36	...	2 As. to 8 As.,	2,226 7 8	...	...	...	...
16	Ditto, ...	Jaloun, ...	Ditto, ...	13	...	...	13	13	10·88	13	...	...	13	...	...	...	...	1,641 6 6	...	...	...	...
17	Ditto, ...	Jhansie, ...	Ditto, ...	52	8	...	60	64·02	47·25	60	3	5	48	1	40	...	2 As. to Rs 4	2,252 5 11	..	...	...	578 12 0
18	Ditto, ...	Lullutpore, ...	Ditto, ...	63	9	...	72	99	73	72	...	...	35	...	37	...	4 As. to Rs 4	1,354 8 7	...	...	...	382 14 11
19	Ditto, ...	Futtehpore, ...	Ditto, ...	48	15	...	63	62·5	50	63	...	9	39	...	15	...	2 As. to Re. 1	2,400 0 0	...	...	...	90 0 0
20	Ditto, ...	Banda, ...	Ditto, ...	61	25	...	86	90·73	69·31	86	3	16	86	...	...	...	2 As. to Rs. 4	2,467 0 0	...	...	398 9 3	...
21	Ditto, ...	Allahabad, ...	Ditto, ...	188	58	3	249	249	234·3	249	36	36	312	1	...	...	4 As to Rs 4	5,616 14 10	...	1,440 0 0	...	...
		Total, ...	...	1,580	362	7	1,949	1,969·81	1,742	1,947	228	270	1,545	48	359	1	...	70,590 14 4	...	4,840 8 1	744 5 11	3,957 15 4

APPENDIX E.

TABLE No. 2A.—*I. Institutions for General Education, for the year* 1867-68.—(Concluded.)

GOVERNMENT SCHOOLS OF THE MIDDLE CLASS—(ZILLAH SCHOOLS.)

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*) Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1.	2.	3.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.
			Rs. As. P.	R. A. P.	Rs. As. P.	Rs. As. P.	Rs. As P.	Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P	Rs. As. P	Rs. As. P.	
1 Zillah School,	Saharunpore,...	1st April, 1867,	154 0 2	..	...	3,169 13 5	2,269 7 8	463 13 4	2,733 5 0	436 8 5	...	49 11 2	39 2 8	
2 Ditto, ...	Mozuffernugger,	Ditto, ...	235 1 2	...	...	3,364 1 2	3,146 8 6	50 0 0	3,196 8 6	167 8 8	...	63 14 11	46 8 2	
3 Ditto, ...	Meerut, ...	Ditto, ...	434 15 11	...	...	2,951 14 5	2,826 15 5	55 15 6	2,882 14 11	68 15 6	...	34 5 4	27 14 9	
4 Ditto, ...	Boolundshuhur,	Ditto, ...	275 1 0	...	74 0 0	2,894 15 8	2,545 14 8	314 14 9	2,860 13 5	34 2 3	...	38 6 6	30 14 2	*Paid from savings of last year.
5 Ditto, ...	Allygurh, ...	Ditto, ...	964 11 0	...	3,484 1 11	10,772 6 8	9,371 3 8	1,447 1 6	10,818 5 2	...	* 45 14 6	60 2 1	34 13 9	
6 Ditto, ...	Bijnour, ...	Ditto, ...	128 0 0	...	...	3,000 10 10	3,191 6 6	...	3,191 6 6	...	†190 11 8	36 5 4	26 6 3	† Ditto ditto.
7 Ditto, ...	Moradabad, ...	Ditto, ...	523 4 0	...	40 13 0	9,826 1 8	9,542 1 6	305 15 6	9,848 1 0	...	‡ 21 15 4	80 1 1	56 12 7	‡ Ditto ditto.
8 Ditto, ...	Budaon, ...	Ditto, ...	432 9 0	...	...	6,029 14 3	5,867 4 5	196 1 6	6,063 5 11	...	§ 33 7 8	63 5 7	46 9 8	§ Ditto ditto.
9 Ditto. ...	Shahjehanpore,	Ditto, ...	351 4 0	...	282 0 0	5,826 8 4	5,621 4 4	36 3 3	5,657 7 7	169 0 9	...	64 4 8	59 0 3	
10 Ditto, ...	Muttra, ...	Ditto, ...	491 15 6	...	...	5,046 1 7	4,649 6 7	396 11 0	5,046 1 7	...	...	42 15 1	38 12 1	
11 Ditto, ...	Etah (Kasgunj,)	Ditto, ...	167 6 6	...	...	2,386 2 3	2,365 11 9	20 0 0	2,385 11 9	0 6 6	...	43 12 4	39 11 6	
12 Ditto, ...	Mynpoory, ...	Ditto, ...	223 12 0	...	...	2,572 10 5	2,444 15 8	60 14 6	2,505 14 2	66 12 3	...	21 2 4	19 9 1	
13 Ditto, ...	Furruckabad,...	Ditto, ...	250 1 0	7 9 5	...	2,569 15 11	2,264 5 6	295 5 1	2,559 10 7	10 5 4	...	35 11 0	31 9 1	
14 Ditto, ...	Cawnpore, ...	Ditto, ...	1,098 1 3	...	...	8,492 2 3	7,673 9 9	294 14 9	7,968 8 6	523 9 9	...	50 12 1	43 13 3	
15 Ditto, ...	Humeerpore, ...	Ditto, ...	107 7 3	...	...	2,333 14 11	2,226 7 8	107 7 3	2,333 14 11	...	...	68 2 3	64 15 1	
16 Ditto, ...	Jaloun, ...	Ditto, ...	54 12 0	...	...	1,696 2 6	1,641 6 6	27 3 0	1,668 9 6	27 9 0	...	128 3 8	126 4 2	
17 Ditto, ...	Jhansie, ...	Ditto, ...	210 14 2	...	...	3,042 0 1	2,266 4 9	345 9 0	2,611 13 9	430 2 4	...	40 12 9	35 2 10	
18 Ditto, ...	Lullutpore, ...	Ditto, ...	84 6 5	...	...	1,821 13 11	1,405 3 9	163 11 3	1,568 15 0	252 14 11	...	15 3 1	13 10 10	
19 Ditto, ...	Futtehpore, ...	Ditto, ...	110 6 0	...	...	2,600 6 0	2,574 8 0	26 15 6	2,601 7 6	...	1 1 6	28 8 0	26 5 0	
20 Ditto, .	Banda, ...	Ditto, ...	226 9 3	125 0 0	...	3,217 2 6	2,467 0 0	750 2 6	3,217 2 6	...	...	37 6 6	28 11 0	
21 Ditto, ...	Allahabad, ...	Ditto, ...	1,275 6 0	...	...	8,332 4 10	7,901 15 5	92 8 6	7,994 7 11	337 12 11	...	34 1 11	23 15 6	
Total, ...		...	7,799 15 7	132 9 5	3,880 14 11	91,947 3 7	84,263 2 0	5,451 7 8	89,714 9 8	2,525 12 7	293 2 8	45 8 8	35 13 8	

Office of Director Public Instruction, N.-W. Provinces: *Dated Bareilly, the 1st July,* 1868.

M. KEMPSON,
Director of Public Instruction, North-Western Provinces.

APPENDIX E.

B. Education.—I. The University.

Result of the Examination of the University of Calcutta, for 1867-68, so far as it is concerned with the Schools in the N.-W. Provinces.

Nature of Examination.	No. of affiliated Colleges.	No. of their Students.	No. of Candidates.	Average Age.	Educated in		Religion.				Passed.			Net Cost to State.	Remarks.
					Government Schools.	Private Schools.	Christian.	Hindoo.	Mahomedan.	Other.	First Division.	Second Division.	Third Division.		
Entrance Examination, ...	8	2,835	102	18	65	37	4	89	9	...	7	25	38	Per head Rs. 74 nearly.	
First Examination in Arts, ...			24	20	18	6	1	20	3	...	2	5	10		
B. A. Examination, ...			7	24	7	...	...	7	...	...	1	1	1		
M. A. Examination, ...			1	26	1	...	...	1	...	...	...	...	...		
Total, ...	8	2,835	134	22	91	43	5	117	12	...	10	31	49	74	

Office of Director Public Instruction,
N.-W. Provinces.
Dated Bareilly, the 30th July, 1868.

M KEMPSON,
Director of Public Instruction,
North Western Provinces.

APPENDIX E.

TABLE No. 2 B.—*Education.*

GENERAL STATEMENT OF EDUCATIONAL INSTITUTIONS IN THE NORTH-WESTERN PROVINCES, FOR THE YEAR 1867-68.

Class of Institutions.	Government Institutions.												Private Institutions, Aided and Unaided.					
					Teachers.		Income.			No. of persons instructed in				Class				
	Number.	Nos. of Students on Roll.	Average daily attendance.	Average Age.	Christian.	Other.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	Number.	General.	Hindoo.	Mahomedan.	Christian.	Total.
							Rs. As. P.	Rs. As. P.	Rs As. P.									
Colleges.																		
Arts, ...	3	1,273	1,198 7	16 2	15	72	1,69,644 0 7	13,747 8 3	1 83,391 8 10	...	184	1,089	4	...	937	190	132	1,259
Professional, ...	2	232	218·1	19.1	11	9	92,748 8 0	...	92,748 8 0	64	168	...	...	...	...	...	...	...
Schools.																		
Higher, ...	2	718	669 89	12 5	4	27	28,715 14 9	2,771 4 6	31,487 3 3	...	178	540	4	...	713	141	174	1,028
Middle, ..	21	1,949	1,742	12	5	107	70,590 14 4	7,799 15 7	78,390 13 11	...	2	1,947	175	...	9,176	2,494	1,268	12,938
Lower, ...	3,318	1,13,430	92,439·36	12	...	3,490	91,588 6 2	15,518 2 4	1,07,106 8 6	...	1,12,492	938	4,850	...	37,067	18,868	125	56,060
Girls' Schools.																		
Higher, ...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Middle, ...	...	...	...	...	...	...	...	...	...	...	...	...	6	...	24	19	453	496
Lower, ...	394	6,864	5,957·63	10	...	394	25,901 6 5	...	25,901 6 5	...	6,864	...	90	...	1,735	360	110	2,205
Normal Schools.																		
For Ma ters, ...	6	375	310·69	30	3	26	32,349 10 4	80 0 1	32,429 10 5	...	140	235	2	...	...	...	58	58
For Mistresses, ...	3	37	31·96	16	...	3	3,222 8 1	...	3,222 8 1	...	37	...	1	...	...	...	39	39
Total, ...	3,749	1,24,878	1,02,568·33	15·9	38	4,128	5,14,761 4 8	39,916 14 9	5,54,678 3 5	64	1,20,065	4,749	5,132	...	49,652	22,072	2,359	74,083

APPENDIX E.

TABLE No. 2 B.—*Education.*—(Concluded.)

GENERAL STATEMENT OF EDUCATIONAL INSTITUTIONS IN THE NORTH-WESTERN PROVINCES, FOR THE YEAR 1867 68.

Class of Institutions.	Private Institutions, Aided and Unaided.—(*Concluded.*)									Grand Total of Schools.	Grand Total of average daily attendance.	Proportion of attendance to Population.
	Average daily attendance.	*Income.*			*No. of persons instructed in*							
		From Endowment.	From Fees.	From Government Grants.	English.	Vernacular.	General.					
		Rs. As. P.	Rs. As. P.	Rs. As. P.								
Colleges.												
Arts, ...	1,010 4	3,211 12 11	14,954 14 3	21,533 0 0	...	98	1,161			7	2,209·1	
Professional, ...	...	...	...	...	...	...	...			2	218·1	
Schools.												
Higher, ...	821·53	1,026 11 10	6,984 5 2	17,130 0 0	...	356	672			6	1,491·42	
Middle, ...	10,369 55	6,834 3 6	12,359 8 2	1,03,867 13 10	...	4,144	8,794			196	12,111 55	
Lower, ...	48,820 9	10,693 13 0	1,75,250 4 3	118 11 0	...	54,315	1,745			8,168	1,41,260·26	
Girls' Schools.												
Higher, ...	...	...	...	...	...	...	...			...	...	
Middle, ...	466	...	11,165 11 0	12,760 0 0	48	294	154			6	466	
Lower, ...	1,757·96	...	123 5 3	9,260 0 0	...	2,174	31			484	7,715 59	
Normal Schools.												
For Masters, ...	55	2,688 0 0	...	2,700 0 0	...	4	54			8	365 69	
For Mistresses, ...	35	1,500 0 0	...	1,500 0 0	...	5	34			4	66·96	
Total, ...	63,336 34	25,954 9 3	2,20,838 0 1	1,68,869 8 10	48	61,390	22,645			8,881	1,65,904·67	

Office of Director of Public Instruction,
N. W Provinces:
Dated Bareilly, 31st July, 1868.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

C.—Scientific and Literary.

I.—*Scientific and Literary Societies.*

Names.	Objects.	Income. From Government.	Income. Endowments.	Income. Subscriptions.	Income. Total.	Members or Visitors. Male.	Members or Visitors. Female.	Members or Visitors. Juvenile.	Members or Visitors. Total.	Registered or not.	When Established.
Scientific Society, Allygurh,	The dissemination of European sciences and literature, and agreeable European thoughts and manners among the Natives.	Nil.	200 0 0	9,048 0 0	9,248 0 0	377	...	...	377	Not registered.	On the 9th January, 1864.
Rohilkund Literary Society,	For the diffusion of useful knowledge and science, and the production of useful works in Urdu and Hindi.	Nil.	...	76 0 0 Monthly.	76 0 0	38	...	...	38	Not registered.	1st April, 1865.
Satt-i-Sabha, or Truth Association. ...	For diffusion of knowledge, and the eradication of evil customs and practices	Nil.	100 0 0	2,400 0 0	2,500 0 0	416	10	...	426	Not registered.	1st January, 1864.
Benares Institute. ...	The social, moral, and intellectual improvement of its members.	Nil.	...	...	...	136	...	...	136	Not registered.	In 1861, by the name of Benares Debating Society, which was changed for the present name from 11th June, 1864.
Futtehpore Literary Society,	To diffuse knowledge,	Nil.	...	...	...	45	...	...	45	Not registered.	1st April, 1864.

Office of Director of Public Instruction,
N.-W. Provinces:
Dated Bareilly, the 31st July, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

C. *II.—The Press.*

No. of Newspapers.						Periodicals.								Books Published in the Year.			
Daily		*Bi. or tri-weekly.*		*Weekly.*		*Monthly.*		*Quarterly.*		*Yearly.*		*Occasionally.*		*English.*		*Other.*	
English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	English.	Other Languages	English.	Other Languages.	English.	Other Languages.	English.	Other Languages.	No. of Books.	No. of Copies.	No. of Books.	No. of Copies.
Nil.	Nil.	2	Nil.	Nil.	6 Fortnightly and 13 Weekly.	Nil.	5	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	Nil.	276	About 3,00,000.

Office of Director of Public Instruction,
N.-W. Provinces:
Dated Bareilly, the 31st July, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institutions.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4	5.	6.	7.	8.	9.
									1st CIRCLE
Government Tahsili Schools.	Allygurh.	Hazoor Tahsil, ...	10th Feb., 1862, ...	147	14	...	161	166	165
		Hathras, ...	6th May, 1860, ...	268	29	...	297	258	262
		Atrouli, ...	1st April, 1850, ...	144	30	...	174	147	165
		Iglas, ...	1st Jany., 1856, ...	66	4	...	70	54	74
		Sikundra Rao, ...	27th April, 1850, ...	58	30	...	88	66	76
		Khair, ...	15th May, 1850, ...	52	3	...	55	43	45
		Total, ...	...	735	110	...	845	734	787
	Boolundshuhur.	Boolundshuhur, ...	12th July, 1856, ...	137	49	...	186	174	174
		Sikundrabad, ...	23rd April, 1856, ...	102	39	...	141	160	142
		Dibai, ...	19th Ditto, ...	39	56	...	95	127	114
		Khurja, ...	19th May, 1856, ...	85	28	...	113	168	134
		Total, ...	...	363	172	...	535	629	564
	Meerut.	Hazoor Tahsil, ...	8th May, 1855, ...	117	53	...	170	184	144
		Sirdhanah, ...	24th Octr., 1855, ...	65	32	...	97	119	84
		Baghput, ...	1st May, 1865, ...	42	5	...	47	60	36
		Gaziabad, ...	Ditto, ...	60	22	...	82	76	70
		Hapur, ...	22nd Octr., 1855, ...	37	16	...	53	59	52
		Muana, ...	1st May, 1865, ...	25	14	...	39	42	34
		Total, ...	...	346	142	...	488	540	420
	Moozuffer-nugger.	Hazoor Tahsil, ...	4th April, 1855, ...	24	28	...	52	49	63
		Shamli, ...	17th Jany., 1856, ...	113	18	...	131	131	108
		Boorhana, ...	13th Decr., 1858, ...	80	25	...	105	90	99
		Jansuth, ...	20th Jany., 1861, ...	35	26	...	61	57	60
		Total, ...	...	252	97	...	349	327	330
	Saharun-pore.	Hazoor Tahsil, ...	Different, ...	27	57	...	84	52	112
		Jwalapore, ...		76	16	...	92	67	77
		Deobund, ...		23	44	...	67	70	72
		Gungoh, ...		32	14	...	46	63	67
		Total, ..	...	158	131	...	289	252	328
	Dehra Doon.	Dehra Doon, ...	16th May, 1864, ...	29	9	...	38	41	35
		Kalsie, ...	13th Novr., 1855, ...	42	...	...	42	42	36
		Total, ...	...	71	9	...	80	83	71
	Bijnour.	Hazoor Tahsil, ...	11th Novr., 1856, ...	53	27	...	80	86	85
		Nagina, ...	17th Ditto, ...	28	25	...	53	53	50
		Najibabad, ...	25th Ditto, ...	9	25	...	34	36	31
		Nehtore, ...	18th Ditto, ...	17	31	...	48	53	48
		Chandpore, ...	24th Ditto, ...	17	37	...	54	55	51
		Total, ...	...	124	145	...	269	283	265
	Bareilly	Bareilly, ...	23rd Feby., 1854, ...	85	18	...	103	91	96
		Nawabgunj, ...	,, April, 1850, ...	31	9	...	40	39	38
		Pilibheet, ...	16th July, 1851, ...	...	...	...	...	..	...
		Jahanabad, ...	2nd do., 1850, ...	32	8	...	40	35	35
		Baheri, ...	11th Novr., 1861, ...	12	36	...	48	46	45
		Bisulpore, ...	1st Septr., 1856, ...	49	10	...	59	60	53
		Faridpore, ...	23rd April, 1850, ...	38	9	...	47	48	46
		Aonlah, ...	21st June, 1850, ...	63	21	...	84	81	68
		Shahi, ...	23rd April, 1850, ...	18	12	...	30	27	21
		Total, ...	...	328	123	...	451	429	402

DIX

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N.-W. P.									
								Rs. As. P.	Rs. As. P.
...	...	18	60	...	130	...	From 1 to 2 ans.	452 5 0	23 1 6
...	...	12	75	...	249	...	"	525 5 0	18 0 0
...	...	69	76	...	105	...	"	375 5 0	...
...	...	...	14	...	70	...	"	202 0 0	1 1 0
...	...	...	48	...	47	...	"	305 5 0	54 0 0
...	...	...	10	...	52	...	"	453 0 0	...
...	...	99	283	...	653	..	"	2,313 4 0	96 2 6
...	...	12	131	...	55	...	From 1 to 2 ans.	442 7 6	...
...	...	41	111	...	30	...	"	536 1 3	...
...	...	13	72	...	39	...	"	307 6 6	...
...	...	4	55	...	58	...	"	428 6 0	...
...	...	70	369	...	182	...	"	1,714 5 3	...
27	...	27	133	...	37	...	From 1 to 2 ans.	497 12 0	...
...	...	10	79	...	18	...	"	324 11 9	...
...	...	...	35	...	12	...	"	225 11 0	...
...	1	4	38	...	44	...	"	223 11 0	...
...	...	...	38	...	15	...	"	223 11 0	...
...	...	...	37	...	2	...	"	151 11 0	...
27	1	41	360	...	128	...	"	1,647 3 0	...
...	...	6	52	...	...	...	From 1 to 2 ans.	185 8 0	...
...	...	21	75	...	49	...	"	332 8 0	...
...	...	14	64	...	45	...	"	195 2 10	...
...	...	6	34	...	32	...	"	194 15 8	...
...	...	45	225	...	126	...	"	908 2 6	...
...	...	7	84	...	...	...	From 1 to 2 ans	318 10 1	...
...	...	4	35	...	57	...	"	270 14 8	...
...	...	11	67	...	...	...	"	312 0 0	...
...	...	2	46	...	...	...	"	213 13 8	...
...	...	24	232	...	57	...	"	1,115 6 5	...
...	...	30	38	...	...	...	From 1 to 2 ans.	119 9 9	...
...	...	...	...	...	36	...		120 0 0	...
...	...	30	38	...	36	...	"	239 9 9	...
...	...	68	80	...	...	...	From 1 to 2 ans.	349 4 3	...
...	...	25	53	...	...	...	"	249 12 3	...
...	...	17	34	...	...	...	"	198 4 3	...
...	...	17	48	...	...	...	"	274 4 3	...
...	...	40	54	...	2	...	"	264 6 5	...
...	...	167	269	...	2	...	"	1,335 15 5	...
...	...	...	90	...	54	...	From 1 to 2 ans.	338 1 10	...
...	...	...	32	...	26	...	"	220 6 0	...
...	...	...	...	...	...	...	"	124 0 0	...
...	...	4	35	...	10	...	"	189 4 6	...
...	...	...	45	...	15	...	"	128 8 6	...
...	...	...	59	...	...	...	"	369 14 6	...
...	...	...	47	...	...	...	"	323 0 0	...
...	...	...	77	...	14	...	"	344 6 6	...
...	...	...	30	...	...	...	"	138 10 7	98 0 0
...	...	4	415	...	119	...	"	2,176 4 5	98 0 0

APPEN

TABLE No. 3—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Receipts.— Local rate of Assessment.	Receipts.— Subscriptions, Donations, &c.	Receipts.— Fees, Fines, &c.	Receipts.— Sale of Books.
1.	2.	2a.	3.	14.	15.	16.	17.
					1st CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government Tahsili Schools.	Allygurh.	Hazoor Tahsil, ...	10th Feby., 1862, ...	...	...	239 6 6	...
		Hathras, ...	6th May, 1850, ...	...	...	400 13 6	...
		Atrouli, ...	1st April, 1850, ...	...	...	143 4 0	...
		Iglas, ...	1st Jany., 1856, ...	...	...	91 1 0	...
		Sikandra Rao, ...	27th April, 1850, ...	...	...	81 7 0	...
		Khair, ...	15th May, 1850, ...	...	...	54 11 0	...
		Total, ...	...	...	...	1,010 11 0	...
	Boolundshuhur.	Boolundshuhur, ...	12th July, 1856, ...	35 3 8	...	171 11 0	...
		Sikundrabad, ...	23rd April, 1856, ...	29 3 2	...	145 15 0	...
		Dibai, ...	19th Ditto, ...	...	...	111 11 0	...
		Khurja, ...	19th May, 1856, ...	...	...	136 8 0	...
		Total, ...	...	64 6 5	...	565 13 0	..
	Meerut.	Hazoor Tahsil, ...	8th May, 1855, ...	...	120 0 0	244 1 0	...
		Sirdhana, ...	24th Octr., 1855, ...	...	...	94 6 0	...
		Baghput, ...	1st May, 1865, ...	...	72 0 0	59 4 0	...
		Gaziabad, ...	Ditto.	...	...	63 3 0	...
		Hapur, ...	22nd Octr., 1855, ...	...	30 0 0	10 0 0	...
		Muana, ...	1st May, 1865, ...	...	56 5 4	16 15 0	..
		Total, ...	...	...	278 5 4	487 13 0	...
	Moozuffer-nugger.	Hazoor Tahsil, ...	4th April, 1855, ...	...	...	32 14 0	...
		Shamli, ...	17th Jany., 1856, ...	...	...	93 8 0	...
		Boorhana, ...	13th Decr., 1858, ...	...	..	19 2 0	...
		Jansuth, ...	20th Jany., 1861, ...	...	...	34 9 0	...
		Total, ...	...	...	...	180 1 0	...
	Saharun-pore.	Hazoor Tahsil, ...	Different dates,	54 10 1	...	94 11 0	...
		Jwalapore, ...		6 14 9	...	89 1 0	...
		Deobund, ...		...	...	44 6 0	...
		Gungoh, ...		21 13 8	...	59 7 0	...
		Total, ...	...	83 6 6	...	287 9 0	...
	Dehra Doon.	Dehra Doon, ...	16th May, 1864, ...	...	...	46 14 0	...
		Khalsi, ...	13th Nov., 1855, ...	...	...	47 15 0	...
		Total, ...	...	...	...	94 13 0	...
	Bijnour.	Hazoor Tahsil, ...	11th Nov., 1856, ...	...	...	111 2 0	...
		Nagina, ...	17th Ditto, ...	...	...	81 8 0	...
		Najibabad, ...	25th Ditto, ...	...	...	40 8 0	...
		Nehtore, ...	18th Ditto, ...	...	...	53 1 0	...
		Chandpore, ...	24th Ditto, ...	...	...	64 3 0	...
		Total, ...	...	...	...	350 6 0	...
	Bareilly.	Bareilly, ...	23rd Feby., 1854, ...	...	...	111 9 0	...
		Nawabgunj, ...	23rd April, 1850, ...	...	...	42 13 0	...
		Pilibheet, ...	16th July, 1851, ...	...	...	38 13 0	...
		Jahanabad, ...	2nd July, 1850, ...	...	...	29 7 0	...
		Baheri, ...	11th Novr., 1861, ...	...	...	49 4 0	...
		Bisulpore, ...	1st Sep., 1856, ...	...	...	78 14 0	...
		Faridpore, ...	23rd April, 1850, ...	...	...	52 4 0	...
		Aonlah, ..	21st June, 1850, ...	...	...	72 2 0	...
		Shahi, ...	23rd April, 1850, ...	...	...	38 4 0	...
		Total, ...	...	...	...	508 6 0	...

DIX

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

(*Concluded.*)		Charges.					Annual Cost of Educating each Pupil.	
Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.								
Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.	Rs. As. P	Rs. As. P.
...	714 13 0	455 1 6	230 13 3	685 14 9	28 14 3	...	4 2 0	2 11 7
...	944 2 6	518 0 0	388 12 0	906 12 0	37 6 6	...	3 8 2	2 0 7
...	518 9 0	360 0 0	137 8 6	497 8 6	21 0 6	...	3 6 1	2 8 10
...	294 2 0	192 0 0	87 5 6	279 5 6	14 12 6	...	5 2 9	3 11 10
...	440 12 0	294 0 0	136 10 6	430 10 6	10 1 6	...	6 8 4	4 10 0
...	507 11 0	192 0 0	307 4 0	499 4 0	8 7 0	...	11 9 4	10 8 7
...	3,420 1 6	2,011 1 6	1,288 5 9	3,299 7 3	120 10 3	...	4 7 11	3 2 9
...	649 5 9	428 14 9	168 11 0	597 9 9	51 12 0	...	3 6 11	2 8 8
...	711 3 5	514 6 5	163 2 0	677 8 5	33 11 0	...	4 3 9	3 5 7
...	419 1 6	264 0 0	117 5 6	381 5 6	37 12 0	...	3 0 0	2 6 9
...	564 14 0	396 0 0	159 7 3	555 7 3	9 6 9	...	3 4 10	2 8 9
...	2,344 8 8	1,603 5 2	608 9 9	2,211 14 11	132 9 9	...	3 8 3	2 11 7
...	861 13 0	581 1 0	209 1 6	790 2 6	71 10 6	...	4 4 8	2 11 3
...	419 1 0	288 0 0	113 14 9	401 14 9	17 2 3	...	3 6 0	2 11 8
...	356 15 0	264 0 0	89 4 0	353 4 0	3 11 0	...	5 14 2	3 12 2
...	286 14 0	192 0 0	94 14 0	286 14 0	...	...	3 12 4	2 15 1
...	263 11 0	222 0 0	41 9 9	263 9 9	0 1 3	...	4 7 7	3 12 7
...	224 15 4	176 5 4	48 10 0	224 15 4	...	...	5 5 8	3 10 6
...	2,413 5 4	1,723 6 4	597 6 0	2,320 12 4	92 9 0	...	4 4 9	3 0 10
...	218 6 0	182 0 0	36 6 0	218 6 0	...	...	4 7 3	3 12 6
...	426 0 0	324 0 0	102 0 0	426 0 0	...	...	3 3 4	2 8 2
..	214 4 10	163 9 7	50 11 3	214 4 10	...	...	2 4 8	2 2 8
...	229 8 8	167 7 2	62 1 6	229 8 8	...	...	4 0 5	3 6 9
...	1,088 3 6	837 0 9	251 2 9	1,088 3 6	...	...	3 5 3	2 12 5
...	467 15 2	363 4 2	98 14 6	462 2 8	5 12 6	...	8 14 2	6 2 0
...	366 14 5	277 13 5	75 4 10	353 2 3	13 12 2	...	5 4 4	4 0 8
...	356 6 0	312 0 0	27 11 0	339 11 0	16 11 0	...	4 13 7	4 7 4
...	295 2 4	230 11 4	54 2 3	284 13 7	10 4 9	...	4 8 4	3 6 3
...	1,486 5 11	1,183 12 11	256 0 7	1,439 13 6	46 8 5	...	5 11 5	4 6 10
...	166 7 9	119 9 9	44 7 9	164 1 6	2 6 3	...	4 0 0	2 14 8
...	167 15 0	120 0 0	33 14 0	153 14 0	14 1 0	...	3 10 7	2 13 9
...	334 6 9	239 9 9	78 5 9	317 15 6	16 7 3	...	3 13 3	2 14 2
...	460 6 3	324 0 0	108 8 9	432 8 9	27 13 6	...	5 0 5	4 1 0
...	331 4 3	234 8 0	64 7 3	298 15 3	32 5 0	...	5 10 3	4 11 5
...	238 12 3	152 0 0	81 14 3	233 14 3	4 14 0	...	6 7 11	5 8 1
...	327 5 3	192 0 0	132 13 3	324 13 3	2 8 0	...	6 2 0	5 2 10
...	328 9 5	209 8 0	116 14 5	326 6 5	2 3 0	...	5 14 11	4 11 7
...	1,686 5 5	1,112 0 0	504 9 11	1,616 9 11	69 11 6	...	5 11 5	4 11 6
...	449 10 10	319 9 4	130 1 6	349 10 10	...	...	4 15 0	3 11 5
...	263 3 0	192 0 0	60 14 0	252 14 0	10 5 0	...	6 7 8	5 10 5
...	162 13 0	115 0 0	47 13 0	163 13 0	...	...	...	...
...	218 11 6	150 0 0	55 2 6	205 2 6	13 9 0	...	5 13 9	5 6 6
...	177 12 6	120 0 0	57 12 6	177 12 6	...	...	3 11 3	2 10 10
...	448 12 6	252 0 0	168 14 6	420 14 6	27 14 0	...	7 0 2	6 2 8
...	375 4 0	250 0 0	98 13 9	348 13 9	26 6 3	...	7 4 3	6 9 6
...	416 8 6	312 0 0	56 3 0	368 3 0	48 5 6	...	4 8 8	4 3 2
...	269 14 7	199 4 7	70 10 0	269 14 7	...	...	9 15 11	5 4 2
...	2,782 10 5	1,909 13 11	746 4 9	2,656 2 8	126 7 9	...	6 3 0	5 1 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.
					1st CIRCLE, DEPARTMENT				
Government Tahsili Schools.	Budaon.	Budaon, ...	16th Jany., 1857,...	34	46	...	80	130	112
		Datagunj, ...	1st Jany., 1856,...	32	8	...	40	40	34
		Sahaswan, ...	June., do. ...	11	28	...	39	38	36
		Bisouli, ...	Octr., do. ...	26	16	...	42	38	36
		Gunnour, ...	Jany., 1857,...	7	57	...	64	67	64
		Total, ...	...	110	155	...	265	313	282
	Moradabad.	Moradabad, ...	17th Octr., 1853,...	37	53	...	80	97	72
		Amroha, ...	25th Octr., 1855,...	20	72	...	92	109	86
		Thakurdwara, ...	1st Novr., 1866,...	75	24	...	99	116	87
		Kashipore, ...	24th Octr., 1855,...	117	11	...	128	145	111
		Hussenpore, ...	19th Jany., ,, ...	37	7	...	44	61	38
		Sumbhul, ...	8th Octr., ,, ...	56	53	...	109	126	96
		Chandowsi, ...	15th Octr., ,, ...	38	2	...	40	74	45
		Total, ...	...	380	212	...	592	728	535
	Shahjehanpore.	Shahjehanpore, ...	8th May, 1850, ...	17	38	...	55	50	61
		Tilhur, ...	Ditto, ...	84	51	...	135	118	74
		Jalalabad, ...	Ditto, ...	41	41	...	88	73	52
		Powayan, ...	Ditto, ...	72	6	...	78	73	53
		Khotar, ...	Ditto, ...	42	2	...	44	34	40
		Total, ...	...	262	138	...	400	348	280
		Grand Total, ...	...	3,129	1,434	...	4,563	4,666	4 264
					2nd CIRCLE, DEPARTMENT				
	Agra.	Tajgunj, ...	1st April, 1850, ...	47	23	...	70	81·00	60 63
		Eradutnugger, ...	Ditto, ...	61	4	...	65	65·25	55 68
		Futtehabad, ...	Ditto, ..	74	26	...	100	100·75	83·12
		Etmadpore, ...	Ditto, ...	73	7	...	80	91·00	71·94
		Ferozabad, ...	Ditto, ...	142	18	...	160	176 75	133 59
		Bah, ...	Ditto, ...	67	...	...	67	74·75	66·30
		Jugnere, ...	Ditto, ...	38	...	...	38	63 00	44·30
		Furreh, ...	Ditto, ...	61	9	...	70	70·00	62·92
		Total, ...	...	563	87	...	650	722·50	578·43
	Cawnpore.	Bithoor, ...	Different dates.	59	4	...	63	64·70	52 62
		Narwal, ...		74	...	...	74	70·81	56·19
		Ghatumpore, ...		45	16	...	61	49·16	41·71
		Bilhour, ...		94	6	...	100	99·26	76·00
		Seolie, ...		72	4	...	76	81·22	70·66
		Russoolabad, ...		62	9	...	71	63·87	52·29
		Akburpore, ...		84	6	...	90	86 13	69·93
		Pookhrayan, ...		42	1	...	43	38 71	31·93
		Derapore, ...		52	23	...	75	66·42	61 17
		Total ...		584	69	...	653	620·28	512·50
	Etah.	Etah, ...	Different dates.	56	12	...	68	71·84	56·70
		Allygunj, ...		68	23	...	91	90 91	75 25
		Kasgunj, ...		110	11	...	12	146·94	134 25
		Total, ...		234	46	...	280	309·69	266·29
	Etawah.	Jaswuntnugger, ...	Different dates.	75	...	...	75	87·33	77·07
		Luikna, ...		66	5	...	71	67·66	61·73
		Bailah, ...		61	4	...	65	68·41	61·97
		Oryah, ...		85	...	...	85	81·68	70·15
		Total, ...		287	9	...	296	305·08	270·92

DIX

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N. W. P.									
								Rs. As. P.	Rs. As. P.
...	...	...	80	...	...	...	From 1 to 2 ans.	616 12 0	...
...	...	...	34	...	6	...	"	130 0 0	...
...	...	...	39	...	...	...	"	226 0 0	...
...	...	...	42	...	...	...	"	177 0 0	...
...	...	3	64	...	...	...	"	200 9 10	...
...	...	3	259	...	6	...	...	1,350 5 10	...
...	...	3	80	...	...	...	From 1 to 2 ans.	298 0 0	...
...	...	16	92	...	...	...	"	339 0 0	...
...	...	14	74	...	27	...	"	312 0 0	...
...	...	5	25	...	104	...	"	198 0 0	...
...	...	3	26	...	23	...	"	188 12 6	...
...	...	10	102	...	9	...	"	297 14 11	...
...	...	4	39	...	1	...	"	223 7 0	...
...	...	55	438	...	164	...	...	1,857 2 5	...
...	...	10	38	...	17	...	From 1 to 2 ans.	361 6 0	...
...	...	5	80	...	64	...	"	345 9 0	...
...	...	9	47	...	15	...	"	297 10 9	...
...	...	10	20	...	28	...	"	259 8 0	...
...	...	...	14	...	30	...	"	229 8 0	...
...	...	34	199	...	154	...	...	1,493 9 9	...
27	1	572	3,377	...	1,637	...	...	16,151 4 9	194 2 6
PUBLIC INSTRUCTION, N. W. P.									
30	...	8	20	...	70	...	From 1 to 2 ans.	210 6 8	...
12	...	5	20	...	65	...	"	131 8 0	...
30	50	60	60	...	100	...	"	256 5 9	...
23	...	10	15	...	80	...	"	219 5 6	...
44	...	44	44	...	160	...	"	313 13 3	...
"	...	...	...	...	67	...	"	204 1 2	...
...	...	...	...	...	38	...	"	176 2 4	...
...	...	7	19	...	70	...	"	227 15 0	...
139	50	134	178	...	650	...	"	1,739 9 8	...
34	...	5	15	...	55	...	From 1 to 2 ans.	199 4 7	...
30	...	...	18	...	74	...	"	489 14 9	...
26	...	8	22	...	53	...	"	369 0 1	...
49	...	10	30	...	70	...	"	297 4 0	...
15	...	2	6	...	68	...	"	570 15 10	...
34	...	15	27	...	44	...	"	211 1 8	...
47	...	20	43	...	85	...	"	289 11 6	...
...	...	...	...	...	43	...	"	310 13 10	...
47	...	5	25	...	65	...	"	427 6 4	...
282	...	65	186	...	557	...	...	3,165 8 7	...
...	...	...	41	...	32	...	From 1 to 2 ans.	1[illegible]6 13 0	...
...	...	...	20	...	71	...	"	294 8 3	...
...	...	...	54	...	136	...	"	298 1 3	...
...	..	...	115	...	239	...	...	789 6 6	—
...	...	...	7	...	75	...	From 1 to 2 ans.	250 8 0	...
...	...	4	9	...	70	...	"	261 3 6	...
...	...	3	...	...	65	...	"	231 15 6	...
...	...	...	11	...	83	...	"	219 3 6	...
...	...	7	27	...	293	...	...	952 14 6	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Receipts. Local rate of Assessment.	Receipts. Subscriptions, Donations, &c.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.
1.	2.	2a.	3.	14.	15.	16.	17.
					1st CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs As. P.	Rs As. P.	Rs.
Government Tahsili Schools	Budaon.	Budaon, ...	16th Jany., 1857,	...	144 10 4	62 2 0	...
		Datagunj, ...	1st Jany., 1856,...	...	...	7 7 0	...
		Saheswan, ...	June, 1856,...	...	22 0 0	16 5 0	...
		Bisouli, ...	Octr., 1856, .	...	30 0 0	19 1 0	...
		Gunnour, ...	Jany., 1857,...	...	5 0 0	10 15 0	...
		Total, ...	...	...	201 10 4	115 14 0	...
	Moradabad.	Moradabad, ...	17th Octr., 1853,...	...	59 0 0	94 10 0	..
		Amroha, ...	25th Octr., 1855,...	...	93 8 6	45 0 0	...
		Thakurdwara, ...	1st Nov., 1866,...	...	15 0 0	124 1 0	...
		Kashipore, ...	24th Octr., 1855,...	...	12 0 0	105 12 0	...
		Hasunpore, ...	19th Jany., 1855,...	...	15 0 0	46 0 0	...
		Sumbhul, ...	8th Octr., 1855,...	..	104 0 0	82 5 0	...
		Chandousi, ...	15th Octr., 1855,...	...	...	37 11 0	...
		Total, ...	...	...	298 8 6	535 7 0	...
	Shahjehanpore.	Shahjehanpore, ...	8th May, 1850,...	...	...	35 1 0	...
		Tilhur, ...	Ditto, ...	...	...	95 1 0	...
		Jalalabad, ...	Ditto, ...	...	...	48 14 0	...
		Powayan, ...	Ditto, ...	...	...	29 13 0	...
		Khotar, ...	Ditto, ...	...	...	18 1 0	...
		Total, ...	...	...	...	226 14 0	...
		Grand Total, ...	...	147 12 11	778 8 2	4,363 11 0	...
					2nd CIRCLE, DEPARTMENT		
	Agra.	Tajgunj, ...	1st April, 1850,...	...	29 3 0	64 9 0	...
		Eraduntnugger, ...	Ditto, ...	...	38 0 0	30 0 0	...
		Futtehabad, ...	Ditto, ...	...	129 8 3	57 5 0	...
		Etmadpore, ...	Ditto, ...	...	8 0 0	75 5 0	...
		Ferozabad, ...	Ditto, ...	...	8 0 0	104 1 0	...
		Bah, ...	Ditto, ...	...	13 13 0	45 4 0	...
		Jugnere, ...	Ditto, ...	...	17 5 10	27 11 0	...
		Furreh, ...	Ditto, ...	...	4 0 0	31 8 0	...
		Total, ...	...	...	247 14 1	435 11 0	...
	Cawnpore.	Bithoor, ...	Different dates.	...	52 0 0	73 12 0	...
		Narwal, ...		...	70 13 5	81 4 0	...
		Ghatumpore, ...		...	48 0 0	20 14 0	...
		Bilhour, ...		...	7 0 0	70 11 0	...
		Sheolie, ...		...	8 0 0	65 14 6	...
		Russoolabad, ...		...	10 0 0	37 9 0	...
		Akburpore, ...		...	10 0 0	39 3 0	...
		Pookhrayan, ...		...	48 0 0	5 3 0	...
		Derapore, ...		...	12 10 4	59 4 0	...
		Total, ...	...	...	266 7 9	453 10 6	...
	Etah.	Etah, ...	Different dates.	..	52 11 3	74 5 0	...
		Allygunj, ...		...	14 0 0	34 7 0	...
		Kasgunj, ...		...	107 13 5	63 10 0	...
		Total, ...	...	...	174 8 8	172 6 0	...
	Etawah.	Jaswuntnuggur, ...	Different dates.	...	24 0 0	80 11 0	...
		Luikna, ...		...	16 0 0	65 12 0	...
		Ballah, ...		...	13 6 9	63 4 0	...
		Oryah, ...		...	26 12 9	49 14 0	...
		Total, ...	...	...	80 3 6	259 9 0	...

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).—(*Continued.*)

		Charges.					Annual Cost of educating each Pupil.	
Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts	Total cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded*)								
Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. A. P.	Rs.	Rs. As. P.	Rs. As. P.
...	823 8 4	490 6 4	209 3 1	699 9 5	123 14 11	...	5 6 1	4 11 11
...	137 7 0	120 0 0	17 5 0	137 5 0	0 2 0	...	3 6 11	3 4 0
...	264 5 0	216 0 0	48 5 0	264 5 0	...	...	6 15 3	5 15 2
...	226 1 0	150 0 0	67 9 6	217 9 6	8 7 6	...	5 11 7	4 10 6
...	216 8 10	196 9 10	17 13 0	214 6 10	2 2 0	...	3 3 2	2 15 11
...	1,667 14 2	1,173 0 2	360 3 7	1,533 3 9	134 10 5	...	4 14 4	4 5 0
...	451 10 0	347 0 0	101 5 0	448 5 0	3 5 0	...	4 9 10	3 1 2
...	477 8 6	417 8 6	46 8 0	464 0 6	13 8 0	...	4 4 1	3 1 9
...	451 1 0	327 0 0	96 2 0	423 2 0	27 15 0	...	3 10 4	2 11 0
...	315 12 0	210 0 0	105 4 0	315 4 0	0 8 0	...	2 2 9	1 5 10
...	249 12 6	193 12 6	41 13 0	235 9 6	14 3 0	...	3 13 9	3 1 6
...	484 3 11	381 14 11	60 6 0	442 4 11	41 15 0	...	3 8 2	2 5 10
...	261 2 0	213 7 0	30 15 0	244 6 0	16 12 0	...	3 4 10	3 0 4
...	2,691 1 11	2,090 10 11	482 5 0	2,572 15 11	118 2 0	...	3 8 6	2 8 10
...	396 7 0	324 0 0	63 14 0	387 14 0	8 9 0	..	7 12 1	7 3 8
...	440 10 0	284 11 0	130 9 6	415 4 6	25 5 6	...	3 8 3	2 14 10
...	346 8 9	241 12 9	86 0 0	327 12 9	18 12 0	...	4 7 10	4 1 3
...	289 5 0	216 0 0	65 12 9	281 12 9	7 8 3	...	3 13 9	3 8 10
...	247 9 0	192 0 0	48 3 0	240 3 0	7 6 0	...	7 1 0	6 12 0
...	1,720 7 9	1,258 7 9	394 7 3	1,652 15 0	67 8 9	...	4 12 0	4 4 8
...	21,635 7 4	15,142 5 2	5,567 13 1	20,710 2 3	925 5 1	...	4 10 1	3 7 5
PUBLIC INSTRUCTION, N.-W. P.								
...	304 2 8	229 0 11	75 1 9	304 2 8	...	...	3 12 1	2 9 7
...	199 8 0	158 0 0	41 8 0	199 8 0	...	...	3 0 11	2 0 3
...	443 3 0	369 8 3	73 10 9	443 3 0	...	...	4 6 5	2 8 8
...	302 10 6	212 0 0	90 10 6	302 10 6	...	...	3 5 3	2 6 7
...	425 14 3	305 7 9	120 6 6	425 14 3	...	...	2 6 7	1 12 5
...	263 2 2	193 13 0	69 5 2	263 2 2	...	...	3 8 4	2 11 8
...	221 3 2	184 0 2	37 3 0	221 3 2	...	...	3 8 2	2 12 8
...	263 7 0	208 0 0	55 7 0	263 7 0	...	...	3 12 3	3 4 1
...	2,423 2 9	1,859 14 1	563 4 8	2,423 2 9	...	...	3 5 7	2 6 0
...	325 0 7	131 3 1	193 13 6	325 0 7	...	...	5 0 5	3 1 3
...	642 0 2	175 0 0	467 0 2	642 0 2	...	...	9 1 1	6 14 8
...	437 14 1	111 0 6	326 13 7	437 14 1	...	...	8 14 6	7 8 1
...	374 15 0	177 7 6	197 7 6	374 15 0	...	...	3 12 5	2 15 11
...	644 14 4	191 11 10	453 2 6	644 14 4	...	...	7 15 1	7 0 6
...	258 10 8	202 0 0	56 10 8	258 10 8	...	...	4 0 10	3 4 11
...	338 14 6	184 0 0	154 14 6	338 14 6	...	...	3 15 0	3 5 10
...	364 0 10	108 11 4	255 5 6	364 0 10	...	...	9 6 6	8 0 6
...	499 4 8	305 0 0	194 4 8	499 4 8	...	...	7 8 3	6 6 11
...	3,885 10 10	1,586 2 3	2,299 8 7	3,885 10 10	...	...	6 4 2	5 1 8
...	323 13 3	258 11 3	65 2 0	323 13 3	...	...	4 8 1	2 12 1
...	342 15 3	218 0 0	124 15 3	342 15 3	...	...	3 12 6	3 3 10
...	469 8 8	350 5 5	119 3 3	469 8 8	...	...	3 3 2	2 0 5
...	1,136 5 2	827 0 8	309 4 6	1,136 5 2	...	...	3 10 8	2 8 8
...	355 3 0	214 0 0	141 3 0	355 3 0	...	...	3 12 4	2 13 9
...	332 15 6	214 0 0	118 15 6	332 15 6	...	...	4 14 9	3 11 5
...	308 10 3	180 0 0	128 10 3	308 10 3	..	...	4 8 2	3 6 3
...	295 14 3	180 0 0	115 14 3	295 14 3	...	...	3 10 0	2 10 11
...	1,292 11 0	786 0 0	504 11 10	1,292 11 0	...	...	4 3 10	3 2 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4	5.	6.	7.	8.	9.
						2ND CIRCLE, DEPARTMENT			
Government Tahsili Schools.	Furruckabad.	Huzoor Tahsil, ...	Different dates,	93	12	...	105	79 20	71·77
		Chubramow, ...		108	7	...	115	124 33	112 82
		Tirwa, ...		37	3	1	41	74 39	52 52
		Serai Meeran, ...		101	8	...	109	100 31	84 55
		Shumshabad, ...		44	14	...	58	102 69	85 83
		Kaimgunje, ...		67	31	...	98	63 48	55 75
		Total, ...	...	450	75	...	52[illegible]	544 35	46[illegible] 24
	Humeerpore.	Soomairpore, ...	Different dates,	49	2	...	51	59 00	50·00
		Jalalpore, ..		27	5	...	32	46·00	40·00
		Mondha, ...		15	29	...	44	29·00	24 00
		Mahoba, ...		17	38	...	55	44·00	36·00
		Jeitpore, ...		58	4	...	62	67 00	59·00
		Rath, ...		58	27	...	85	119·00	100·00
		Total, ...	...	224	105	...	329	364 00	30[illegible]·00
	Jaloun.	Jaloun, ...	1st Sept., 1858,...	64	4	...	68	102·[illegible]5	62·87
		Jugguinmunpore, ...	Ditto, ...	54	4	...	58	69·75	52·60
		Koonch, ...	1st Octr. 1858, ...	41	9	...	50	71 50	55 34
		Oraie, ...	1st Sept. Do. ...	32	8	...	40	57·50	32·47
		Calpee, ...	Ditto, ...	47	4	...	51	82·50	42·56
		Total, ...	...	238	29	...	267	383 50	245·34
	Jhansie.	Bhandere, ...	1st Sept. 1858, ...	38	4	...	42	64 00	49·00
		Mote, ...	Ditto, ...	56	7	...	63	89·[illegible]0	74·00
		Goorserai, ...	Ditto, ...	52	4	...	56	92·00	68·00
		Mhow, ...	Ditto, ...	59	10	...	69	120·00	104·00
		Total, ...	...	205	25	...	230	371·00	295·00
	Lullutpore.	Tal Behut, ...	1st Sept. 1858, ...	63	2	...	65	69 00	60 00
		Mahrowni, ...	Ditto, ...	59	3	...	62	62·00	52·00
		Total, ...	...	122	5	...	127	131·00	112·00
	Muttra.	Bindrabun, ...	5th April, 1850,...	60	5	...	65	59 83	53·88
		Areng, ...	Ditto, ...	72	8	..	80	80 08	75·47
		Chatta, ...	Ditto, ...	67	5	...	82	91·25	70 81
		Kosee, ...	Ditto, ..	90	15	...	105	94 94	96 42
		Mahabun, ...	Ditto, ...	82		...	85	85 08	73 77
		Raya, ...	Ditto, ...	99	2	...	101	101 25	79 14
		Sadabad, ...	Ditto, ...	79	17	...	96	96·83	89 84
		Jalalsur, ...	Ditto, ...	82	11	...	93	95 91	70·50
		Total, ..	...	641	66	...	707	705 17	609·83
	Mynpoorie.	Mynpoorie, ...	5th April, 1850,	83	...	...	83	98 67	67 80
		Korowli, ...	Ditto, ...	113	19	...	132	134·33	127·38
		Kurhul, ...	Ditto, ...	125	...	...	125	125·33	119 00
		Bhongaum, ...	Ditto, ...	101	9	...	110	113·44	90·71
		Shekohabad, ...	Ditto, ...	83	10	...	93	100 57	82·[illegible]
		Total, ...	...	505	38	...	543	576·34	487·37
		Grand Total, ...	...	4,053	5[illegible]	1	4,[illegible]08	5,032 91	4150·42

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N.-W. P.									
								Rs. As. P.	Rs. As. P.
...	...	15	84	...	28	...	From 1 to 2 ans.	285 2 0	...
56	...	60	50	...	90	...	,,	205 6 9	...
20	...	10	15	...	38	...	,,	121 5 7	...
...	...	5	20	...	109	...	,,	315 14 3	...
30	...	15	26	...	35	...	,,	305 6 0	...
27	...	32	27	...	45	...	,,	275 5 6	...
133	...	137	172	...	345	...	,,	1,508 8 1	...
...	...	...	8	...	51	...	From 1 to 2 ans.	607 12 3	...
...	...	...	3	...	32	...	,,	519 4 1	...
...	...	...	28	...	44	...	,,	149 0 0	...
...	...	...	53	...	2	...	,,	140 15 9	...
...	...	...	3	...	60	...	,,	207 3 9	...
...	...	...	32	...	55	...	,,	224 15 6	...
...	...	...	127	...	244	...	,,	1,849 3 4	...
...	...	9	15	...	68	...	From 1 to 2 ans.	145 2 6	...
...	...	4	5	...	58	...	,,	138 14 6	...
...	...	4	14	...	50	...	,,	186 7 6	...
...	...	8	15	...	7	...	,,	126 1 4	...
...	...	2	4	...	51	...	,,	162 3 2	...
...	...	27	53	...	234	...	,,	758 13 0	...
...	...	...	...	...	42	...	From 1 to 2 ans.	172 1 0	...
...	...	15	24	...	58	...	,,	200 11 2	...
...	...	15	34	...	37	...	,,	175 0 2	...
...	...	8	25	...	46	...	,,	174 1 5	...
...	...	38	81	...	183	...	,,	721 13 9	...
...	...	...	16	...	65	...	From 1 to 2 ans.	788 5 6	...
...	...	4	30	...	60	...	,,	292 3 9	...
...	...	4	46	...	125	...	,,	1,080 9 3	...
...	...	...	20	...	46	...	From 1 to 2 ans.	366 11 6	...
...	...	...	10	...	70	...	,,	226 3 3	...
...	...	...	5	...	77	...	,,	215 8 6	...
...	...	...	25	...	80	...	,,	267 10 6	...
...	...	...	3	...	82	...	,,	238 7 6	...
...	...	...	18	...	101	...	,,	290 1 6	...
...	...	...	41	...	77	...	,,	301 6 6	...
...	...	...	46	...	83	...	,,	234 8 6	...
...	...	...	168	...	616	...	,,	2,140 9 9	...
...	...	...	20	...	78	...	From 1 to 2 ans.	214 15 0	...
...	...	15	38	...	121	...	,,	221 3 0	...
...	...	...	17	...	125	...	,,	265 14 4	...
...	...	12	29	...	81	...	,,	291 12 10	...
...	...	...	23	...	93	...	,,	224 4 11	...
...	...	27	127	...	498	...	,,	1,118 2 1	...
567	50	439	1,280	234	3,750	...	,,	15,825 2 6	...

APPEN

TABLE No. 3—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Receipts.— Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.
1.	2.	2a.	3.	14.	15.	16.	17.
				2nd CIRCLE, DEPARTMENT			
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Government Tahsili Schools.	Furruckabad.	Huzoor Tahsil, ...	Different dates,	...	49 2 7	98 9 0	...
		Chubramow, ...		...	18 1 7	36 0 0	...
		Tirwa, ...		...	40 12 4	19 11 0	...
		Serai Meeran, ...		...	56 15 1	90 9 0	...
		Shumshabad, ...		...	9 1 0	18 8 0	...
		Kaimgunj, ...		...	24 8 4	52 2 1	...
		Total, ...	...	...	198 8 11	315 7 1	...
	Humeerpore.	Soomairpore, ...	Different dates,	...	...	78 7 0	...
		Jalalpore, ...		...	...	30 1 0	...
		Mondha, ...		...	...	68 14 0	...
		Mahoba, ...		...	...	42 7 0	...
		Jeitpore, ...		...	...	67 13 0	...
		Rath, ...		...	...	89 11 0	...
		Total, ...	...	...	...	377 5 0	...
	Jaloun.	Jaloun, ...	1st Sep., 1858, ...	...	60 0 0	82 8 0	...
		Juggummunpore,	Ditto.	...	48 0 0	63 6 0	...
		Konch, ...	1st Octr., 1858, ...	...	10 0 0	62 4 0	...
		Oraie, ...	1st Sept., 1858, ...	...	10 0 0	30 2 0	...
		Calpee, ...	Ditto, ...	...	57 9 0	41 9 0	...
		Total, ...	...	...	185 9 0	279 13 0	...
	Jhansie.	Bhandere, ...	1st Sept., 1858, ...	8 0 0	...	36 5 0	...
		Moth, ...	Ditto, ...	60 0 0	...	35 0 0	...
		Goorserai, ...	Ditto, ...	38 0 0	...	67 6 0	...
		Mhow, ...	Ditto, ...	38 0 0	...	61 9 0	...
		Total, ...	...	144 0 0	...	200 4 0	...
	Lullutpore.	Tal Behut, ...	1st April, 1850, ...	29 8 0	...	37 3 0	...
		Mahronie, ...	Ditto ...	20 2 6	...	52 9 0	...
		Total, ...	...	49 10 6	...	89 12 0	...
	Mutra.	Bindrabun, ...	5th April, 1850, ...	...	...	71 9 0	...
		Areng, ...	Ditto, ...	...	...	69 0 0	...
		Chatta, ...	Ditto, ...	...	...	16 12 0	...
		Kasee, ...	Ditto, ...	...	...	76 12 0	...
		Mahabun, ...	Ditto, ...	...	...	64 12 0	...
		Raya, ...	Ditto, ...	...	...	120 2 0	...
		Sadabad, ...	Ditto, ...	...	...	110 8 0	...
		Jalalsur, ...	Ditto, ...	...	...	83 9 0	...
		Total, ...	...	...	...	613 0 0	...
	Mynpoorie.	Mynpoorie, ...	5th April, 1850, ...	...	62 11 1	50 0 0	...
		Korowli, ...	Ditto, ...	...	47 9 10	43 0 0	...
		Kurhul, ...	Ditto, ...	...	42 0 0	33 7 0	...
		Bhongaum, ...	Ditto, ...	...	28 0 0	34 2 0	...
		Shekohabad, ...	Ditto, ...	...	67 0 0	22 1 0	...
		Total, ...	...	...	247 4 11	182 10 0	...
		Grand Total, ...	...	193 10 6	1,400 8 10	3,379 7 7	...

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

(*Concluded.*)		Charges.					Annual Cost of Educating each Pupil.	
Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.								
Rs.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	432 13 7	369 1 7	63 12 0	432 12 7	...	...	5 7 5	3 9 7
...	259 8 4	224 8 10	34 15 6	259 8 4	...	...	2 1 5	1 10 5
...	181 12 11	166 12 6	15 0 5	181 12 11	...	...	2 7 1	1 10 1
3	466 6 4	394 9 1	71 13 3	466 6 4	...	...	4 10 5	3 2 5
...	332 15 0	183 11 3	149 3 9	332 15 0	...	...	3 3 10	2 15 7
...	351 15 11	218 9 2	133 6 9	351 15 11	...	...	5 8 9	4 5 5
3	2,025 8 1	1,557 4 5	468 3 8	2,025 8 1	...	...	3 11 6	2 12 4
...	686 3 3	188 0 3	98 3 0	286 3 3	400 0 0	...	4 13 7	10 4 10
...	549 5 1	115 13 1	733 8 0	849 5 1	...	300 0 0	18 7 5	11 4 7
...	217 14 0	120 0 0	97 14 0	217 14 0	...	...	7 8 2	5 2 2
...	183 6 9	116 9 9	66 13 0	183 6 9	...	...	4 2 8	3 3 3
...	275 0 9	187 0 0	88 0 9	275 0 9	...	...	4 1 8	3 1 6
...	314 10 6	210 0 0	104 10 6	314 10 6	...	...	2 10 4	1 14 3
...	2,226 8 4	937 7 1	1,189 1 3	2,126 8 4	400 0 0	300 0 0	5 13 6	5 1 3
...	287 10 6	134 13 3	141 4 3	276 1 6	11 9 0	...	2 11 2	1 6 9
...	250 4 6	120 0 0	124 1 6	244 1 6	6 3 0	...	3 8 0	1 15 10
...	258 11 6	177 0 0	77 11 6	254 11 6	4 0 0	...	3 9 0	2 9 9
...	156 3 4	120 0 0	45 3 4	165 3 4	1 0 0	...	2 13 11	2 3 1
...	261 5 2	142 0 0	100 1 8	242 1 8	19 3 6	...	2 14 11	1 15 5
...	1,224 3 0	693 13 3	488 6 3	1,182 3 6	41 15 6	...	3 1 4	1 15 9
...	216 6 0	176 9 0	31 6 6	207 15 6	8 6 6	...	3 4 0	2 11 0
...	295 11 2	242 3 2	53 1 3	295 4 5	0 6 9	...	3 5 1	2 4 1
...	280 6 2	194 13 5	84 10 3	279 7 8	0 14 6	...	3 0 7	1 14 5
...	273 10 5	206 3 11	58 13 0	265 0 11	8 9 6	...	2 1 8	1 6 1
...	1,066 1 9	819 13 6	227 15 0	1,047 12 6	18 5 3	...	2 13 2	1 15 2
...	855 0 6	216 3 0	638 13 6	855 0 6	...	...	12 4 9	11 6 10
...	364 15 3	234 9 0	130 6 3	364 15 3	...	...	5 14 2	4 11 5
...	1,219 15 9	450 12 0	769 3 9	1,219 15 9	...	...	9 5 0	8 4 0
24	462 4 6	185 9 6	276 11 0	462 4 6	...	...	7 14 3	6 1 11
...	295 3 3	180 0 0	115 3 3	295 3 3	...	...	3 10 11	2 13 2
...	232 4 6	192 9 6	39 11 0	232 4 6	...	...	2 8 9	2 5 10
...	344 6 6	239 0 0	105 6 6	344 6 6	...	...	3 10 1	2 13 1
...	303 3 6	180 0 0	123 3 6	303 3 6	...	...	3 9 0	2 12 9
...	410 3 6	236 8 9	173 10 9	410 3 6	...	...	4 0 9	2 13 9
...	411 14 6	240 0 0	171 14 6	411 14 6	...	...	4 4 1	3 1 9
...	318 1 6	180 0 0	138 1 6	318 1 6	...	...	3 5 1	2 7 1
24	2,777 9 9	1,633 11 9	1,143 14 0	2,777 9 9	...	...	3 15 0	3 0 7
...	327 10 1	253 11 1	45 7 0	299 2 1	28 8 0	...	3 0 6	2 2 10
...	311 12 10	239 9 10	55 3 0	294 12 10	17 0 0	...	2 2 1	1 9 10
...	341 5 4	302 6 7	36 0 9	338 7 4	2 14 0	...	2 11 3	2 1 2
...	253 14 10	213 10 10	23 2 0	236 12 10	17 2 0	...	2 1 5	1 11 11
...	313 5 11	245 9 8	64 2 3	309 11 11	3 10 0	...	3 1 3	2 3 8
...	1,548 1 0	1,255 0 0	223 15 0	1,478 15 0	69 2 0	...	2 9 1	1 15 0
27	20,825 13 5	12,408 15 0	8,187 7 8	20,596 6 8	529 6 9	300 0 0	4 1 5	3 2 3

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.
				3RD CIRCLE, DEPARTMENT					
Government Tahsili Schools.	Allahabad.	Balapore, ...	Different dates.	41	9	...	50	50·00	39·59
		Barakhas, ...		17	11	...	28	28·50	18·56
		Chail, ...		3	47	...	50	60 75	42·48
		Sirsa, ...		68	7	...	75	68 50	58·77
		Kareri, ...		20	90	...	110	113·58	95·29
		Mow, ...		10	20	...	30	36·25	24·32
		Shahjadpore, ...		36	5	...	41	41·00	35·80
		Sekundra, ...		37	8	...	45	45·00	38·77
		Bhoputpore, ...		...	50	...	50	50.00	46·92
		Total, ...	...	232	247	...	479	503 58	400·86
	Azimgurh.	Mehnajpore, ...	Different dates.	50	20	...	70	65·25	59·85
		Nizamabad, ...		53	12	...	65	65 25	59·85
		Jeeanpore, ...		31	33	...	64	47·75	45 37
		Mahool, ...		60	10	...	70	59 25	51·16
		Mownath Bhujun, ...		35	34	...	69	67·25	62·78
		Nugura, ...		25	40	...	65	55·25	45·39
		Total, ...	...	254	149	...	403	360· 0	323·74
	Banda.	Baberoo, ...	Different dates.	30	...	...	30	80 33	24·88
		Kalinger, ...		87	2	...	89	78·61	67·55
		Mow, ...		46	8	...	54	50 33	42·37
		Hamasin, ...		38	2	...	40	41·27	26·88
		Sindhun, ...		51	1	...	52	66·51	29·43
		Sehonda, ...		24	11	...	35	25·43	25·67
		Bhowree, ...		58	1	...	59	59·00	36·67
		Total, ...	...	334	25	...	359	401·48	253·65
	Benares.	Ramnugger, ...	1st June, 1860, ...	65	55	...	120	107·24	84·66
		Total, ...	...	65	55	...	120	107 24	84·66
	Bustee.	Bustee, ...	Different dates,	66	4	...	70	53·27	47·99
		Banri, ...		38	...	...	38	34·15	34·50
		Bukhra, ...		57	8	...	60	71·78	51·93
		Doghra, ...		55	4	...	59	32·06	49·77
		Hariya, ...		35	...	...	35	30·16	28·80
		Total, ...	...	251	11	...	262	220·06	214 35
	Futtehpore.	Jamraon, ...	Different dates,	47	1	...	48	44·83	38·03
		Sah, ...		53	2	...	55	51·83	46·28
		Hathgaon, ...		47	5	...	52	48·18	47·62
		Kishenpore, ...		49	1	...	50	45·27	44·73
		Bindkee, ...		59	11	...	70	68·33	54·81
		Khujwa, ...		119	...	...	119	107·58	85·83
		Total, ...	...	374	20	...	394	366 02	251 33
	Ghazeepore.	Shadiabad, ...	Different dates,	26	21	...	47	57·00	41·19
		Mohomedabad, ...		36	25	...	61	61·00	60·01
		Rusra, ...		27	23	...	50	50·00	48·19
		Sydpore, ...		76	23	...	99	99 00	83·05
		Rooteepore, ...		41	36	...	77	77·00	70 56
		Bullya, ...		30	4	...	40	35·22	25·14
		Total, ...	...	242	132	...	374	369·22	323·14
	Goruckpore.	Burhulgunj, ...	Different dates,	206	2	...	208	190·25	148·98
		Salempore, ...		193	21	...	214	222·50	176·39
		Piprowlee, ...		106	...	...	106	103·50	75·17
		Pipraich, ...		52	7	...	59	58·09	41·63
		Pudrowna, ...		46	4	...	50	82·75	62·24
		Total, ...	...	603	34	...	637	659·09	504·41

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N.-W. P.									
								Rs. As. P.	Rs. As. P.
...	...	50	50	...	10	...	From 1 to 2 ans.	117 4 0	...
...	...	20	28	...	...	...	"	121 13 0	...
...	...	15	50	...	...	...	"	257 0 0	...
...	...	...	19	...	72	...	"	223 2 0	...
...	25	100	110	...	35	...	"	329 13 2	...
...	...	9	30	...	...	...	"	122 7 0	...
...	...	12	41	...	3	...	"	16 0 0	...
...	...	20	45	...	...	...	"	16 0 0	...
...	...	10	50	...	...	...	"	10 0 0	...
...	25	236	371	...	120	...	...	1,213 7 2	...
...	...	5	33	...	70	...	2 ans.	311 13 0	...
...	...	28	28	...	65	...	"	202 4 0	12 0 0
...	12	25	64	...	64	...	"	173 4 0	48 0 0
...	...	10	25	...	69	...	"	124 11 0	70 0 0
1	5	14	16	...	64	...	"	218 9 0	6 0 0
...	...	26	26	...	32	...	"	195 15 0	...
1	17	123	182	...	364	...	...	1,226 8 0	136 0 0
3	...	9	9	...	30	...	From 1 to 2 ans.	128 0 0	...
...	...	...	4	...	85	...	"	256 0 0	...
...	...	...	5	...	49	...	"	178 0 0	...
...	...	...	2	...	38	...	"	134 0 0	...
...	...	...	...	...	52	...	"	172 0 0	...
4	...	9	16	...	24	...	"	68 0 0	...
...	...	...	...	...	59	...	"	130 0 0	...
7	...	18	36	...	337	...	...	1,166 0 0	...
120	...	25	75	...	45	...	From 1 to 2 ans.	221 15 0	...
120	...	25	75	...	45	...	...	221 15 0	...
...	...	...	21	...	49	...	From 1 to 2 ans.	16 0 0	...
...	...	...	...	...	38	...	"	16 0 0	...
...	...	...	20	...	40	...	"	229 0 0	...
...	...	...	...	...	59	...	"	126 0 0	...
...	...	...	...	...	35	...	"	124 6 0	...
...	...	...	41	...	221	...	...	511 6 0	...
...	...	2	2	...	44	...	From 1 to 2 ans.	475 9 0	...
...	...	5	7	...	47	...	"	73 11 0	...
...	...	6	11	...	48	...	"	66 4 0	...
...	...	...	2	...	50	...	"	84 3 0	...
...	...	21	19	...	59	...	"	120 10 0	...
...	...	...	20	...	119	...	"	391 6 0	...
...	...	34	61	...	367	...	...	1,311 11 0	...
...	...	...	17	...	30	...	From 1 to 2 ans.	132 15 3	...
...	4	10	12	...	35	...	"	202 2 0	...
...	...	...	11	...	39	...	"	132 5 0	...
6	2	9	25	...	57	...	"	202 9 0	...
...	...	...	10	...	67	...	"	140 11 0	...
...	...	...	...	...	40	...	"	216 0 0	...
6	6	19	75	...	268	...	...	1,025 10 3	...
...	...	12	13	...	183	...	From 1 to 2 ans.	325 15 0	...
...	...	20	20	...	194	...	"	268 11 0	...
...	...	...	...	...	106	...	"	208 3 0	...
...	...	12	30	...	55	...	"	207 7 10	...
...	...	...	10	...	50	...	"	218 0 0	...
...	...	44	73	...	588	...	...	1,228 4 10	...

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Receipts. Local rate of Assessment.	Receipts. Subscriptions, Donations, &c.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.
1.	2.	2a.	3.	14.	15.	16.	17.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs.
Government Tahsili Schools	Allahabad.	Balapore, ...	Different dates.	...	12 0 0	10 10 6	...
		Barakhas, ...		...	...	3 0 0	...
		Chail, ...		...	...	15 3 6	...
		Sirsa, ...		...	...	13 8 0	...
		Karari, ...		...	...	24 0 0	...
		Mow, ...		...	...	2 13 0	...
		Sahjadpore, ...		...	...	...	...
		Sekundra, ...		...	...	...	...
		Bhoputpore, ...		...	...	...	...
		Total, ...	...	...	12 0 0	69 3 0	...
	Azimgurh.	Mehnajpore, ...	Different dates.	...	1 8 0	96 14 0	...
		Nizamabad, ...		..	16 8 0	97 14 0	...
		Jeeanpore, ...		...	1 8 0	52 13 0	...
		Mahool, ...		...	1 8 0	99 0 0	...
		Mownath Bhunjun, ...		...	1 8 0	74 10 0	...
		Nugura, ...		...	1 8 0	9 0 0	...
		Total, ...	...	...	24 0 0	430 3 0	...
	Banda.	Baberoe, ...	Different dates.	...	3 4 0	...	...
		Kalinger, ...		9 8 0	5 5 6	14 4 0	...
		Mow, ...		59 8 0	1 13 3	...	...
		Kamasin, ...		60 0 0	3 4 3	...	...
		Sindhun, ...		74 12 0	1 7 0	...	...
		Sehonda, ...		64 0 0	0 8 6	28 0 0	...
		Bhowree, ...		9 8 0	2 0 6	...	...
		Total, ...	...	277 4 0	17 11 0	42 4 0	...
	Benares.	Ramnuggur, ...	1st June, 1860, ...	...	18 0 0	140 5 0	...
		Total, ...	...	...	18 0 0	140 5 0	...
	Bustee.	Bustee, ...	Different dates.	...	...	...	...
		Bansi, ...		...	...	...	...
		Bukhra, ...		...	...	31 13 0	...
		Doghra, ...		...	12 0 0	2 10 0	...
		Hariya, ...		...	...	13 10 0	...
		Total, ...	...	...	12 0 0	48 1 0	...
	Futtehpore.	Jamraon, ...	Different dates.	...	...	22 0 0	...
		Sah, ...		...	...	24 6 0	...
		Hathgaon, ...		...	...	28 8 0	...
		Kishenpore, ...		...	...	20 14 0	...
		Biodkee, ...		...	...	100 15 0	...
		Khujwa, ...		...	...	162 4 0	...
		Total, ...	...	...	...	358 15 0	...
	Ghazeepore.	Shadiabad, ...	Different dates.	...	140 6 9	9 9 0	...
		Mahomedabad, ...		...	45 5 9	11 11 0	...
		Rusra, ...		...	5 5 9	9 10 0	...
		Syudpore, ...		...	41 5 9	16 13 0	...
		Reoteepore, ...		...	119 8 0	4 2 0	...
		Bullya, ...		...	...	...	...
		Total, ...	...	...	352 0 0	52 13 0	...
	Gorruckpore.	Burhulgunj, ...	Different dates.	...	...	77 6 0	...
		Salempore, ...		...	...	80 2 0	...
		Piprowlee, ...		...	...	70 12 6	...
		Piparaich, ...		...	9 0 0	55 2 6	...
		Pudrowna, ...		...	...	49 8 0	...
		Total, ...	...	...	9 0 0	332 15 0	...

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).—(*Continued.*)

		Charges.					Annual Cost of educating each Pupil.	
Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. A. P.	Rs.	Rs. As. P.	Rs. As. P.
48 0 0	187 14 6	163 0 0	24 14 6	187 14 6	...	...	4 11 9	2 15 4
...	124 13 0	120 0 0	4 13 0	124 13 0	...	...	6 11 6	6 8 11
...	272 3 6	254 0 0	18 3 6	272 3 6	...	...	6 5 7	6 0 0
7 0 0	243 10 0	216 0 0	27 10 0	243 10 0	...	...	4 2 2	3 12 9
10 0 0	363 13 2	331 5 2	32 8 0	363 13 2	...	...	3 12 11	3 7 3
40 12 0	166 0 0	120 0 0	46 0 0	166 0 0	...	...	6 13 3	5 0 2
...	16 0 0	16 0 0	...	16 0 0	...	...	0 7 1	0 7 1
...	16 0 0	16 0 0	...	16 0 0	...	...	0 6 7	0 6 7
...	10 0 0	10 0 0	...	10 0 0	...	...	0 3 5	0 3 5
105 12 0	1,400 6 2	1,246 5 2	154 1 0	1,400 6 2	...	...	3 7 11	3 0 5
...	410 3 0	402 14 0	7 5 0	410 3 0	...	...	6 13 8	5 3 4
...	328 10 0	301 13 0	26 13 0	328 10 0	...	...	5 9 10	3 6 8
...	275 9 0	265 13 0	9 12 0	275 9 0	...	...	6 11 0	3 10 1
...	295 3 0	289 0 0	6 3 0	295 3 0	...	...	4 11 3	1 15 9
...	300 11 0	296 10 0	4 1 0	300 11 0	...	..	5 14 0	4 4 4
...	206 7 0	201 1 0	5 6 0	206 7 0	...	...	4 8 9	4 5 1
...	1,816 11 0	1,757 3 0	59 8 0	1,816 11 0	...	...	5 9 2	3 12 7
...	131 4 0	128 0 0	3 4 0	131 4 0	...	...	4 6 0	4 4 3
...	285 1 6	265 8 0	19 9 6	285 1 6	...	...	3 3 6	2 2 5
...	239 5 3	237 8 0	1 13 3	239 5 3	...	...	4 6 11	3 4 9
...	197 4 3	194 0 0	3 4 3	197 4 3	...	...	4 12 10	3 5 7
...	248 3 0	246 12 0	1 7 0	248 3 0	...	...	4 12 4	3 4 11
...	160 8 6	132 0 0	28 8 6	160 8 6	...	...	4 9 4	1 15 1
...	241 8 6	239 8 0	2 0 6	241 8 6	...	...	3 14 4	3 11 4
...	1,503 3 0	1,443 4 0	59 15 0	1,503 3 0	...	...	4 3 0	3 4 0
...	380 4 0	216 0 0	164 4 0	380 4 0	...	...	4 7 2	2 9 11
...	380 4 0	216 0 0	164 4 0	380 4 0	...	...	4 7 2	2 9 11
...	16 0 0	16 0 0	...	16 0 0	...	...	0 8 3	0 8 3
...	16 0 0	16 0 0	...	16 0 0	...	...	0 9 6	0 9 6
...	260 13 0	216 0 0	44 13 0	260 13 0	...	...	4 7 6	3 13 0
...	140 10 0	120 0 0	20 10 0	140 10 0	...	...	2 6 0	2 1 8
...	138 0 0	120 0 0	18 0 0	138 0 0	...	...	3 15 0	3 8 8
...	571 0 0	488 0 0	83 7 0	571 7 0	...	...	3 8 0	1 9 3
...	497 9 0	40 0 0	22 15 0	62 15 0	434 10 0	...	1 10 6	1 7 0
...	98 1 0	72 0 0	24 5 0	96 5 0	1 12 0	...	1 11 2	1 9 6
...	94 12 0	64 0 0	29 0 0	93 0 0	1 12 0	...	1 15 3	1 6 3
...	105 1 0	84 0 0	19 9 0	103 9 0	1 8 0	...	2 5 1	1 12 1
...	321 9 0	216 0 0	101 6 0	317 6 0	4 3 0	...	5 2 8	4 0 5
...	553 10 0	252 0 0	161 14 0	413 14 0	139 12 0	...	4 13 2	4 8 11
...	1,670 10 0	728 0 0	359 1 0	1,087 1 0	583 9 0	...	4 0 5	2 10 0
...	282 15 0	255 0 0	27 15 0	282 15 0	...	...	6 3 0	4 14 0
...	259 2 9	232 0 0	27 2 9	259 2 9	...	...	4 4 0	3 4 9
...	147 4 9	120 0 0	27 4 9	147 4 9	...	...	3 15 1	2 10 4
...	260 11 9	228 0 0	32 11 9	260 11 9	...	...	2 10 2	2 9 0
...	264 5 0	240 3 0	24 2 0	264 5 0	...	...	3 6 11	1 13 3
...	216 0 0	216 0 0	...	216 0 0	...	...	8 6 3	8 6 3
...	1,430 7 3	1,291 3 0	139 4 3	1,430 7 3	...	...	3 10 2	2 6 9
...	403 5 0	300 0 0	103 5 0	403 5 0	...	...	2 11 4	2 3 0
...	348 13 0	252 0 0	96 3 0	348 13 0	...	...	1 15 8	1 8 4
...	278 15 6	192 0 0	86 5 6	278 15 6	...	...	3 11 5	2 12 4
..	271 10 4	195 13 10	75 2 6	271 10 4	...	...	6 8 5	4 15 9
...	267 8 0	216 0 0	51 8 0	267 8 0	...	...	4 4 9	3 8 0
...	1,570 3 10	1,155 13 [illegible]	414 6 0	1,570 3 10	...	...	3 1 10	2 7 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4	5.	6.	7.	8.	9.
				3RD CIRCLE, DEPARTMENT					
Government Tahsili Schools.	Joumpore.	Gourabadshahpore, ...	Different dates,	50	10	...	60	58 31	50·08
		Kirakut, ...		53	12	...	65	51.41	50 65
		Shahgunj, ...		37	23	...	60	49 51	45·46
		Mundiahoon, ...		35	25	...	60	54 54	48 28
		Muchhlecshahr, ...		28	32	...	60	56 70	49·76
		Total, ...	...	213	102	...	315	270·47	244·23
	Mirzapore	Ahrowra, ...	Different dates,	179	9	...	188	188 00	100 01
		Gopeegunj, ...		86	25	...	111	111·00	98·00
		Kondh, ...		62	2	...	64	64 00	40 95
		Total, ...	...	327	36	...	363	363·00	238·96
		Grand Total, ...	...	2,885	811	...	3,696	3,568·07	2,864·38
				KUMAON CIRCLE, DEPARTMENT					
	Kumaon.	Bugwaleepokhur, ...	1st July, 1860, ...	104	...	...	104	64	53
		Byans, ...	19th Jany. 1862, ...	...	...	40	40	29	28
		Burfoo, ...	1st June, 1867, ...	...	...	...	...	25	22
		Chumpawut, ...	1st Oct., 1858, ...	66	...	3	69	29	31
		Chumdeol, ...	22nd Oct., 1866, ...	68	...	...	68	28	32
		Chowpukhia, ...	1st May, 1866, ...	67	...	...	67	41	38
		Dwarahat, ...	1st March, 1857, ...	69	1	...	70	36	36
		Deghat, ...	4th May, 1859, ...	84	...	...	84	45	43
		Furka, ...	1st April, 1867, ...	62	...	...	62	39	42
		Gunain, ...	1st May, 1864, ...	75	...	...	75	31	29
		Goldeo, ...	1st Dec, 1865, ..	39	...	...	39	31	22
		Huwalbâgh, ...	21st Dec, 1859, ...	38	...	4	42	29	25
		Jalulee, ...	1st Oct, 1865, ...	118	...	...	118	51	44
		Lohaghât, ...	24th May, 1859, ...	50	13	...	63	37	33
		Mausee, ...	11th May, 1861, ...	70	...	...	70	28	30
		Milum, ...	1st July, 1858, ...	10	...	25	35	41	35
		Nakuree, ...	1st April, 1867, ...	84	...	...	84	49	47
		Pithoragurh, ...	19th Oct., 1858, ...	60	2	...	62	39	40
		Sialde, ...	14th Sept., 1858, ...	98	...	...	98	53	51
		Sheera, ...	1st Oct, 1861, ...	36	...	2	38	19	20
		Someshwur, ...	1st Jany., 1864, ..	80	2	4	86	39	47
		Sutralee, ...	1st August, 1867, ...	109	...	...	109	55	57
		Soopee, ...	1st May, 1867, ...	22	...	...	22	29	27
		Total, ...	...	1,409	18	78	1,505	867	832
	Gurhwal.	Buchhelee, ...	1st Jany., 1863, ...	32	...	...	32	34	35
		Bamsoo, ...	st May, 1861, ...	48	...	...	48	37	35
		Bainolee, ...	1st April, 1867, ...	72	...	...	72	39	40
		Gumsalee, ...	1st Feb, 1861, ...	6	...	62	68	45	49
		Kimuee, ...	1st June, 1860, ...	...	...	...	...	21	18
		Lohuba, ...	Ditto, ...	39	2	...	41	32	28
		Nugur, ...	1st April 1860, ..	40	...	...	40	29	30
		Naithana, ...	1st May, 1862, ...	37	...	...	37	29	30
		Palee, ...	1st Jany., 1863, ...	74	...	2	76	31	32
		Pokhree, ...	1st August, 1859, ..	35	...	...	35	33	30
		Pokhra, ...	1st March, 1859, ...	55	...	...	55	31	28
		Saindhar, ...	16th March, 1859, ..	34	...	...	34	24	21
		Total, ...	...	472	2	64	538	405	376
		Grand Total, ...	...	1,881	20	142	2,043	1,272	1,208

DIX E.

General Education for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded*).									
								Rs. As. P.	Rs. As. P.
...	...	...	21	...	39	...	2 annas.	123 3 6	...
...	...	12	38	...	27	...	"	145 0 0	...
...	...	...	26	...	34	...	"	121 0 6	...
...	...	8	41	...	19	...	"	227 9 0	...
...	...	4	36	...	24	...	"	192 10 5	...
...	...	24	162	...	143	..	"	809 8 2	...
...	...	...	30	...	188	...	From 1 to 2 ans.	292 0 0	...
...	...	10	15	...	60	...	"	252 0 0	...
...	...	...	10	...	64	...	"	120 0 0	...
...	...	10	55	...	312	...	"	664 0 0	...
134	48	513	1,111	...	2,765	...	"	9,378 6 5	186 0 0
PUBLIC INSTRUCTION, N.-W. P.									
...	...	...	...	...	104	...	...	207 14 6	...
...	...	...	...	...	40	...	...	87 10 0	...
...	...	...	...	...	...	...	...	58 9 0	...
...	...	...	...	...	69	...	...	148 14 0	...
...	...	...	...	...	68	...	...	147 6 0	...
...	...	...	...	...	67	...	...	133 1 0	...
...	...	...	...	...	70	...	...	202 8 0	...
...	...	...	...	...	84	...	...	123 9 0	...
...	...	...	...	...	62	...	...	96 3 0	...
...	...	...	...	...	75	...	...	121 14 0	...
...	...	...	...	...	39	...	...	65 0 0	...
...	...	...	...	...	42	...	...	102 11 0	...
...	...	...	...	...	118	...	...	102 9 6	...
...	...	...	...	...	63	...	...	127 7 0	...
...	...	...	...	...	70	...	...	87 1 6	...
...	...	...	...	...	35	...	...	103 7 0	...
...	...	...	...	...	84	...	...	107 12 6	...
...	...	...	...	...	62	...	...	150 7 6	...
...	...	...	...	...	98	...	...	98 6 0	...
...	...	...	...	...	38	...	...	105 5 0	...
...	...	...	...	...	86	...	...	138 7 6	...
...	...	...	...	...	109	...	...	130 13 6	...
...	...	...	...	...	22	...	...	88 0 0	...
...	...	...	...	...	1,505	...	"	2,730 1 0	...
...	...	...	...	...	32	...	...	136 15 0	...
...	...	...	...	...	48	...	...	116 0 0	...
...	...	...	...	...	72	...	...	206 1 0	...
...	...	...	...	...	68	..	...	132 12 0	...
...	...	...	...	...	...	...	...	43 8 0	...
...	...	...	...	...	41	...	...	144 8 6	...
...	...	...	...	...	40	...	...	107 4 0	...
...	...	...	...	...	37	...	...	131 0 6	...
...	...	...	...	...	76	...	...	124 0 6	...
...	...	...	...	...	35	...	...	167 0 0	...
...	...	...	...	...	55	...	...	118 6 0	...
...	...	...	...	...	34	...	...	143 5 6	...
...	...	...	...	...	538	...	"	1,570 13 0	...
...	...	...	...	...	2,043	...	"	4,300 14 0	...

APPEN

TABLE No. 3—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsil.	When established.	Receipts — Local rate of Assessment.	Receipts — Subscriptions, Donations, &c.	Receipts — Fees, Fines, &c.	Receipts — Sale of Books.
1.	2	2a.	3.	14.	15.	16.	17.
					3RD CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P
Government Tahsili Schools	Jounpore.	Gourabadshapore,	Different dates,	...	65 0 0	17 10 0	...
		Kirakut, ...		...	49 5 4	35 14 0	...
		Shahgunj, ...		...	77 6 0	57 6 0	...
		Mundlahoon, ...		...	...	33 8 0	...
		Muchleeshahr, ...		...	24 0 0	48 12 0	...
		Total, ...	...	...	215 11 4	193 2 0	...
	Mirzapore.	Ahrowra, ...	Different dates,	...	...	67 0 0	...
		Gopeegunj, ...		...	...	101 6 0	...
		Kondh, ...		...	...	45 0 0	..
		Total, ...	...	...	...	213 6 0	...
		Grand Total, ...	...	277 4 0	660 6 4	1,881 3 0	...
					KUMAON CIRCLE, DEPARTMENT		
	Kumaon.	Bugwaleepokhur,	1st July, 1860, ...	...	...	...	...
		Byans, ...	19th Jany., 1862,	...	...	...	...
		Burfoo, ...	1st June, 1867, ...	...	...	...	...
		Chumpawut, ...	1st Oct., 1858, ...	...	...	...	...
		Chumdeol, ...	22nd Oct., 1866,...	...	...	...	...
		Chowpukhia, ...	1st May, 1866, ...	...	...	...	...
		Dwarahat, ...	1st March, 1857,	...	...	...	...
		Deghat, ...	4th May, 1859, ...	...	..	...	...
		Furka, ...	1st April, 1867, ...	...	...	...	...
		Gunain, ...	1st May, 1864, ...	...	...	...	...
		Goldeo, ...	1st Dec, 1865, ...	...	...	...	...
		Huwalbâgh, ...	21st Dec, 1859,...	...	...	...	...
		Jalulee, ...	1st Oct., 1865, ...	...	...	...	...
		Lohaghât, ...	24th May, 1859,...	...	...	...	...
		Mansee, ...	11th May, 1861,...	...	...	...	...
		Milum, ...	1st July, 1858, ...	...	...	...	...
		Nakuree, ...	1st April, 1867, ...	...	...	...	...
		Pithoragurh, ...	19th Oct, 1858, ...	...	...	...	...
		Sialde, ...	14th Sept., 1858,	...	...	...	...
		Sheera, ...	1st Oct., 1861, ...	...	...	...	...
		Someshwur, ...	1st Jany., 1864, ...	...	...	...	...
		Sutralee, ...	1st August, 1867,	...	...	...	...
		Soopee, ...	1st May, 1867, ...	...	...	...	...
		Total, ...	...	...	...	...	...
	Gurhwal.	Buchhelee, ...	1st Jany., 1863,...	...	...	...	...
		Bamsoo, ...	1st May, 1861, ...	...	...	...	...
		Bainolee, ...	1st April, 1867, ...	...	...	...	...
		Gumsalee, ...	1st Feb., 1861, ...	...	...	...	...
		Kimnee, ...	1st June, 1860, ...	...	...	...	...
		Lohuba, ...	Ditto, ...	...	...	...	...
		Nugur, ...	1st April, 1860, ...	...	...	...	...
		Naithana, ...	1st May, 1862, ...	...	...	...	...
		Palee, ...	1st Jany., 1863,...	...	...	...	...
		Pokhree, ...	1st August, 1859,	...	..	...	...
		Pokhra, ...	1st March, 1859,	...	...	...	...
		Saindhar, ...	16th March, 1859,	...	...	...	...
		Total, ...	...	...	...	...	...
		Grand Total, ...	...	...	...	...	...

DIX E.

General Education for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

(*Concluded.*)		Charges.					Annual cost of Educating each Pupil.	
Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N. W. P.—(*Concld.*)								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
...	205 13 6	185 0 0	20 13 6	205 13 6	...	...	3 8 3	2 1 9
...	230 3 4	165 5 4	64 14 0	230 3 4	...	...	4 7 7	2 13 2
...	255 12 6	192 0 0	63 12 6	255 12 6	...	...	5 2 5	2 7 2
...	261 1 9	216 0 0	45 1 9	261 1 9	...	...	4 12 7	4 2 7
...	265 6 5	210 13 5	54 9 0	265 6 5	...	...	4 10 9	3 6 2
...	1,218 5 6	969 2 9	249 2 9	1,218 5 6	...	...	4 7 1	2 15 10
...	359 0 0	292 0 0	67 0 0	359 0 0	...	...	2 15 10	3 9 5
...	353 6 0	252 0 0	101 6 0	353 6 0	...	...	3 15 9	2 9 3
...	165 0 0	120 0 0	45 0 0	165 0 0	...	...	4 0 5	2 14 6
...	877 6 0	664 0 0	213 6 0	877 6 0	...	...	3 6 3	2 9 1
105 12 0	12,438 15 9	9,958 15 9	1,896 7 0	11,855 6 9	583 9 0	...	4 2 6	3 4 4
PUBLIC INSTRUCTION, N.-W. P.								
...	207 14 6	195 0 0	15 2 6	210 2 6	...	2 4 0	3 15 5	3 14 1
...	87 10 0	83 0 0	6 14 0	89 14 0	...	2 4 0	3 3 2	3 2 1
...	58 9 0	48 0 0	12 9 0	60 9 0	...	2 0 0	2 12 0	2 10 6
...	148 14 0	144 0 0	7 2 0	151 2 0	...	2 4 0	4 14 0	4 12 8
...	147 6 0	144 0 0	5 10 0	149 10 0	...	2 4 0	4 10 9	4 9 7
...	133 1 0	129 0 0	6 5 0	135 5 0	...	2 4 0	3 8 11	3 8 0
...	202 8 6	192 0 0	12 12 6	204 12 6	...	2 4 0	5 11 0	5 10 0
...	123 9 0	117 0 0	8 13 0	125 13 0	...	2 4 0	2 14 9	2 13 11
...	96 3 0	93 0 0	5 11 0	98 7 0	...	2 4 0	2 5 6	2 4 6
...	121 14 0	115 0 0	9 2 0	124 2 0	...	2 4 0	4 4 5	4 3 3
...	65 0 0	60 0 0	7 4 0	67 4 0	...	2 4 0	3 0 11	2 15 3
...	102 11 0	96 0 0	8 15 0	104 15 0	...	2 4 0	4 3 2	4 1 7
...	102 9 6	95 0 0	9 13 6	104 13 6	...	2 4 0	2 6 1	2 5 3
...	127 7 0	120 0 0	9 11 0	129 11 0	...	2 4 0	3 14 10	3 13 9
...	87 1 6	81 0 0	8 5 6	89 5 6	...	2 4 0	2 15 7	2 14 5
...	103 7 0	95 0 0	10 11 0	105 11 0	...	2 4 0	3 0 3	2 15 3
...	107 12 6	105 0 0	5 0 6	110 0 6	...	2 4 0	2 5 5	2 4 8
...	150 7 6	144 0 0	8 11 6	152 11 6	...	2 4 0	3 13 1	3 12 2
...	93 6 0	75 0 0	20 10 0	95 10 0	...	2 4 0	1 14 0	1 13 6
...	105 5 0	98 0 0	9 9 0	107 9 0	...	2 4 0	5 6 0	5 4 3
...	138 7 6	129 0 0	11 11 6	140 11 6	...	2 4 0	2 15 11	2 15 1
...	130 13 6	120 0 0	12 8 6	132 8 6	...	1 11 0	2 5 2	2 4 8
...	88 0 0	88 0 0	2 1 0	90 1 0	...	2 1 0	3 5 4	3 4 1
...	2,730 1 0	2,566 0 0	214 13 0	2,780 13 0	...	50 12 0	3 5 5	3 4 6
...	136 15 0	131 0 0	8 3 0	139 3 0	...	2 4 0	3 15 8	3 14 7
...	116 0 0	102 0 0	16 4 0	118 4 0	...	2 4 0	3 6 1	3 5 0
...	206 1 0	192 0 0	16 0 0	208 5 0	...	2 4 0	5 3 4	5 2 5
...	132 12 0	119 0 0	16 9 0	135 0 0	...	2 4 0	2 12 6	2 11 4
...	43 8 0	36 0 0	8 1 0	44 1 0	...	0 9 0	2 7 2	2 6 8
...	144 8 6	132 0 0	14 12 6	146 12 6	...	2 4 0	5 3 10	5 2 7
...	107 4 0	96 0 0	13 8 0	109 8 0	...	2 4 0	3 10 4	3 9 2
...	131 0 6	120 0 0	13 4 6	133 4 6	...	2 4 0	4 7 1	4 5 10
...	124 0 6	116 0 0	10 4 6	126 4 6	...	2 4 0	3 15 2	3 14 0
...	167 0 0	156 0 0	13 4 0	169 4 0	...	2 4 0	5 10 3	5 9 1
...	118 6 0	111 0 0	9 10 0	120 10 0	...	2 4 0	4 4 11	4 3 7
...	143 5 6	131 0 0	14 9 6	145 9 6	...	2 4 0	6 14 11	6 10 3
...	1,570 13 0	1,442 0 0	154 2 0	1,596 2 0	...	25 5 0	4 5 11	4 2 10
...	4,300 14 0	4,008 0 0	368 15 0	4,376 15 0	...	76 1 0	3 9 11	3 7 2

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsil.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.
					AJMERE CIRCLE, DEPARTMENT				
Government Tahsili Schools.	Ajmere Circle.	Pushkur, ...	1860, ...	65	2	...	67	70·4	62·3
		Pisangun, ...	1859, ...	46	4	...	50	57·8	49 8
		Gobindgurh, ...	1859, ...	32	...	...	32	32 3	27·5
		Sreenuggur, ...	1859, ...	67	1	...	68	71·8	65·3
		Ramsur, ...	1855, ...	20	7	...	27	23·1	21·1
		Junea, ...	1865, ...	19	...	...	19	26·2	21·1
		Kekri, ...	1859, ...	39	2	...	41	43·3	37·4
		Baghera, ...	1862, ...	37	2	...	39	35·9	26·3
		Sawur, ...	1865, ...	36	...	...	36	39 3	30·4
		Deolla, ...	1862, ...	23	4	...	27	16 6	13·2
		Rajgurh, ...	1865, ...	27	...	...	27	32·6	27 7
		Bhanwata, ...	1865, ...	36	1	...	37	35·6	27·9
		Jalca, ...	1867, ...	33	1	...	34	38·7	31·34
		Jethana, ...	1866, ...	21	...	...	21	21 49	16·47
		Khadera, ...	1867, ...	16	1	...	17	20·9	16·7
		Karail, ...	1866, ...	40	...	...	40	31·9	21 9
		Deogaon, ...	1866, ...	37	...	...	37	33 6	27 5
		Bandunwara, ...	1866, ...	25	...	...	25	27·9	24 2
		Delwara, ...	1859, ...	20	...	...	20	...	...
		Shamgurh, ...	1862, ...	14	...	...	14	...	...
		Kabra, ...	1864, ...	22	...	...	22	...	...
		Kotkirana, ...	1858, ...	30	...	...	30	...	...
		Bali, ...	1864, ...	15	...	...	15	...	...
		Barakhera, ...	1864, ...	21	...	...	21	...	...
		Mundala, ...	1864, ...	15	...	...	15	...	...
		Dawair, ...	1864, ...	29	...	...	29	...	...
		Berar, ...	1858, ...	22	...	...	22	...	...
		Kachhali, ...	1864, ...	30	...	...	30	...	...
		Sarote, ...	1864, ...	16	...	...	16	...	...
		Rawalmal, ...	1860, ...	30	...	...	30	...	...
		Athone, ...	1863, ...	22	...	...	22	...	...
		Total, ...	...	905	25	...	930	664·39	548·11
		Grand Total, ...	...	12,853	2,844	143	15,840	15,208·37	13,034 86

DIX E.

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.	
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.
PUBLIC INSTRUCTION, N.-W. P.									
								Rs. As. P.	Rs. As. P.
...	...	...	...	...	67	...	From 1 to 2 ans.	316 8 0	...
...	...	...	...	...	50	...	"	349 0 0	...
...	...	...	...	...	32	...	"	290 12 0	...
...	...	...	...	...	68	...	"	316 4 0	...
...	...	...	...	...	27	...	"	313 12 0	...
...	...	...	...	...	19	...	"	310 12 0	...
...	...	...	...	...	41	...	"	353 12 0	...
...	...	...	...	...	39	...	"	309 12 0	...
...	...	...	...	...	36	...	"	315 12 0	...
...	...	...	...	...	27	...	"	289 12 0	...
...	...	...	...	...	27	...	"	290 12 0	...
...	...	...	...	...	37	...	"	290 12 0	...
...	...	...	...	...	34	...	"	248 7 0	...
...	...	...	...	...	21	...	"	289 12 0	...
...	...	...	...	...	17	...	"	289 12 0	...
...	...	...	...	...	40	...	"	289 13 0	...
...	...	...	...	...	37	...	"	288 12 0	...
...	...	...	...	...	25	...	"	297 12 0	...
...	...	...	...	...	20	...	"	96 0 0	...
...	...	...	...	...	14	...	"	96 0 0	...
...	...	...	...	...	22	...	"	120 0 0	...
...	...	...	...	...	30	...	"	120 0 0	...
...	...	...	...	...	15	...	"	120 0 0	...
...	...	...	...	...	21	...	"	120 0 0	...
...	...	...	...	...	15	...	"	120 0 0	...
...	...	...	...	...	29	...	"	144 0 0	...
...	...	...	...	...	22	...	"	120 0 0	...
...	...	...	...	...	30	...	"	120 0 0	...
...	...	...	...	...	16	...	"	120 0 0	...
...	...	...	...	...	30	...	"	120 0 0	...
...	...	...	...	...	22	...	"	120 0 0	...
...	...	...	...	...	930	...	...	6,987 12 0	...
728	54	1,524	5,768	234	11,125	...	...	52,643 7 8	330 0 0

APPEN

TABLE No. 3.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. Zillah.	Locality. Tahsili.	When established.	Receipts.—(Con Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c	Sale of Books.
1.	2.	2a.	3.	14.	15.	16.	17.
					3rd CIRCLE, DEPARTMENT		
				Rs. As. P.	Rs. As. P.	Rs As. P.	Rs.
Government Tahsili Schools.	Ajmere Circle.	Pushkur, ...	1860, ...	...	...	40 7 0	...
		Pisangun, ...	1859, ...	...	...	30 8 6	...
		Gobindgurh, ...	1859, ...	...	...	19 3 0	...
		Sreenuggur, ...	1859, ...	...	...	33 9 0	...
		Ramsur, ...	1855, ...	...	...	14 12 0	...
		Junea, ...	1865, ...	...	...	13 1 0	...
		Kekri, ...	1859, ...	...	...	28 8 0	...
		Baghera, ...	1862, ...	...	...	23 6 0	...
		Sawur, ...	1865, ...	...	...	25 4 0	...
		Deolia, ...	1862, ...	...	...	10 8 0	...
		Rajgurh, ...	1865, ...	...	...	16 14 0	...
		Bhanwata, ...	1865, ...	...	...	13 9 0	...
		Jelea, ...	1867, ...	...	...	18 2 0	...
		Jethana, ...	1866, ...	...	...	11 13 6	...
		Khadera, ...	1867, ...	...	...	18 14 0	...
		Karail, ...	1866, ...	...	...	19 10 0	...
		Deogaon, ...	1866, ...	...	...	18 10 0	...
		Bandunwara, ...	1866, ...	...	...	20 5 0	...
		Delwara, ...	1859, ...	...	...	...	...
		Shamgurh, ...	1862, ...	...	...	...	...
		Kabra, ...	1864, ...	...	...	...	...
		Kotkirana, ...	1858, ...	...	...	...	...
		Bali, ...	1864, ...	...	...	...	...
		Barakhera, ...	1864, ...	...	...	...	...
		Mundala, ...	1864, ...	...	...	...	...
		Dawair, ...	1864, ...	...	...	...	...
		Borar, ...	1858, ...	...	...	...	...
		Kachhali, ...	1864, ...	...	...	...	...
		Sarote, ...	1864, ...	...	...	...	...
		Rawalmal, ...	1860, ...	...	...	...	...
		Athone, ...	1863, ...	...	...	...	...
		Total, ...	...	...	...	377 0 0	...
		Grand Total, ...	...	618 11 5	2,839 7 4	10,001 5 7	...

Office of Director of Public Instruction, N.-W. P.,
Dated Bareily, the 27th June, 1868.

DIX E

General Education, for the year 1867-68.

LOWER CLASS (TAHSILI SCHOOLS).—(*Continued.*)

cluded.)		Charges.					Annual Cost of educating each Pupil.	
Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Cost to Government.
18.	19.	20.	21.	22.	23.	24.	25.	26.
PUBLIC INSTRUCTION, N.-W. P.								
Rs.As.P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs A. P.	Rs. A. P.	Rs. As. P.	Rs.As.P.
...	356 15 0	316 8 0	29 0 0	345 8 0	11 7 0	...	4 14 6	4 7 11
...	379 8 6	349 0 0	26 0 0	375 0 0	4 8 6	...	6 3 5	6 1 9
...	309 15 0	290 12 0	1 0 0	291 12 0	18 3 0	...	9 4 0	8 15 10
...	349 13 0	316 4 0	31 0 0	347 4 0	2 9 0	...	4 14 1	4 7 2
...	328 8 0	313 12 0	31 0 0	344 12 0	...	16 4 0	12 3 1	11 2 3
...	323 13 0	310 12 0	25 8 0	336 4 0	...	12 7 0	12 13 10	11 5 3
...	382 4 0	353 12 0	4 0 0	357 12 0	24 8 0	...	8 4 2	8 2 8
...	333 2 0	309 12 0	6 0 0	315 12 0	17 6 0	...	8 10 2	8 8 0
...	341 0 0	315 12 0	9 2 0	324 14 0	16 2 0	...	8 4 3	8 0 6
...	300 4 0	289 12 0	29 0 0	318 12 0	...	18 8 0	19 13 2	17 7 7
...	307 10 0	290 12 0	2 0 0	292 12 0	14 14 0	...	9 1 7	9 1 1
...	304 5 0	290 12 0	30 0 0	320 12 0	...	16 7 0	9 0 2	8 2 8
...	266 9 0	248 7 0	13 0 0	261 7 0	5 2 0	...	6 12 1	6 6 8
...	301 9 6	289 12 0	13 2 0	302 14 0	...	1 4 6	14 1 5	13 7 8
...	308 10 0	289 12 0	17 0 0	306 12 0	1 14 0	...	14 10 11	13 13 11
...	309 7 0	289 13 0	7 4 0	297 1 0	12 6 0	...	9 3 1	9 1 2
...	307 6 0	288 12 0	27 0 0	315 12 0	...	8 6 0	9 6 2	8 9 4
...	318 1 0	297 12 0	26 0 0	323 12 0	...	5 11 0	11 9 10	10 6 5
...	96 0 0	96 0 0	...	96 0 0	...	...	4 12 0	4 12 0
...	96 0 0	96 0 0	...	96 0 0	...	...	6 13 8	6 13 8
...	120 0 0	120 0 0	...	120 0 0	...	...	5 7 3	5 7 3
...	120 0 0	120 0 0	...	120 0 0	...	...	4 0 0	4 0 0
...	120 0 0	120 0 0	...	120 0 0	...	...	8 0 0	...
...	120 0 0	120 0 0	...	120 0 0	...	...	5 11 5	5 11 5
...	120 0 0	120 0 0	...	120 0 0	...	...	8 0 0	8 0 0
...	144 0 0	144 0 0	...	144 0 0	...	...	4 15 5	4 15 5
...	120 0 0	120 0 0	...	120 0 0	...	...	4 12 2	4 12 2
...	120 0 0	120 0 0	...	120 0 0	...	...	4 0 0	4 0 0
...	120 0 0	120 0 0	...	120 0 0	...	...	7 8 0	7 8 0
...	120 0 0	120 0 0	...	120 0 0	...	...	4 0 0	4 0 0
...	120 0 0	120 0 0	...	120 0 0	...	...	4 12 2	4 12 2
...	7,364 12 0	6,987 12 0	327 0 0	7,314 12 0	128 15 6	78 15 6	11 1 3	10 8 2
132 12 0	66,565 14 6	48,505 15.11	16,347 10 9	64,853 10 8	2167 4 4	455 0 6	4 6 0	3 7 4

M. KEMPSON,

Director of Public Instruction, N.-W. Provinces.

APPEN

TABLE No. 3A.—*I. Institutions*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality: District.	Locality: Pergunnah.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year: Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.	9.
					1st CIRCLE, DEPARTMENT					
Halqabundi Schools.	Boolundshuhur.	Boolundshuhur,	42	1st July, 1856.	1,227	248	...	1,475	1,321	1,140
		Sikundradad, ...	26	Ditto	787	180	...	967	888	707
		Anupshuhur, ...	24	Ditto	679	159	...	838	833	651
		Khurja, ...	26	Ditto	611	108	...	719	797	614
		Total, ...	118	...	3,304	695	...	3,999	3,839	3,112
	Meerut.	Meerut, ...	22	1st Oct., 1858.	417	169	...	586	646	476
		Sirdhanah, ...	23	Ditto	558	150	2	710	678	647
		Baghput, ...	22	Ditto	672	55	...	727	674	680
		Gaziadad, ...	31	Ditto	788	241	...	1,029	882	876
		Hapur, ...	23	Ditto	619	252	...	871	845	713
		Muana, ...	16	Ditto	337	212	5	554	519	478
		Total, ...	137	...	3,391	1,079	7	4,477	4,243	3,870
	Mozufferenugger.	Mozuffernugger,	30	2nd Dec., 1858.	581	330	...	911	877	694
		Jansath, ...	27	1st July, 1859.	575	306	...	881	851	684
		Shamli, ...	25	8th " "	503	379	...	882	668	712
		Boorhana, ...	22	18th May, 1859.	467	238	...	705	843	670
		Total, ...	104	...	2,126	1,253	...	3,379	3,239	2,760
	Saharunpore.	Saharunpore,	19	20th July, 1860	255	337	...	592	713	580
		Roorkee, ...	28	1st Jany., 1861	484	282	...	766	703	676
		Deobund, ...	28	1st July, 1862	542	354	...	896	731	816
		Nakur, ...	24	1st May, 1861.	310	480	...	790	689	688
		Total, ...	99	...	1,591	1,453	...	3,044	2,836	2,760
	Dehra Doon.	Dehra Doon, ...	3	...	95	...	...	95	83	64
	Allyghur.	Hathras, ...	32	Different dates.	158	1,055	...	1,213	881	897
		Sikandra Rao,	22		687	72	...	759	583	597
		Atrouli, ...	16		345	55	1	401	382	358
		Iglas, ...	16		486	23	...	509	409	401
		Coel, ...	9		278	4	...	282	248	242
		Khair, ...	6		180	10	...	190	157	154
		Total, ...	101	...	2,134	1,219	1	3,354	2,660	2,649
	Moradabad.	Moradabad, ...	17	5th Janv., 1865.	375	280	...	655	603	539
		Amroha, ...	9	3rd Do.	226	170	...	396	304	240
		Hussenpore, ...	16	2nd Dec., 1862.	332	180	...	512	472	408
		Sumbhul, ...	16	1st Feby., 1863	331	207	...	538	483	419
		Bilari, ...	16	20th June, 1860.	288	260	...	548	434	369
		Kashipore, ...	...	...	...	...	...	...	...	...
		Thakurdwara,	...	...	...	...	...	...	...	...
		Total, ...	74	...	1,552	1,097	...	2,649	2,296	1,975
	Shajehanpore.	Shajehanpore,	25	1st May, 1854.	792	202	...	994	941	827
		Tilhur, ...	29	Ditto	691	153	...	844	736	619
		Jelalabad, ...	25	Ditto	521	23	...	544	640	526
		Powayan, ...	23	Ditto	433	26	...	459	735	621
		Khotar, ...	5	Ditto	219	1	...	220	196	82
		Total, ...	107	...	2,656	405	...	3,061	3,248	2,675

DIX E.

for General Education for the year 1867-68.

LOWER CLASS (HALQABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Bengali.		From Government.	Proceeds of Endowments.	Local rate of Assessment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	...	638	...	739	...	1 Anna.	1,792 5 6	...	1,787 5 11
...	...	...	337	...	560	...	"	1,497 10 5	...	1,492 11 0
...	...	...	367	...	612	...	"	1,486 7 11	...	1,481 8 6
...	...	...	285	...	512	...	"	1,469 8 0	...	1,464 8 5
...	...	...	1,627	...	2,423	...	...	6,245 15 10	...	6,226 1 10
...	...	...	419	...	167	...	1 Anna.	47 1 4	...	...
...	...	...	398	...	312	...	"	47 1 4	...	...
...	...	...	355	...	372	...	"	47 1 4	...	...
...	...	...	445	...	584	...	"	47 1 4	...	...
...	...	...	542	...	329	...	"	47 1 4	...	...
...	...	9	364	...	190	...	"	47 1 4	...	...
...	...	9	2,523	...	1,954	...	...	282 8 0	...	...
...	...	61	839	...	80	...	1 Anna.	1,659 15 6	...	1,645 15 6
...	...	58	601	...	287	...	"	1,594 8 3	...	1,580 8 3
...	...	92	812	...	92	...	"	1,680 12 0	...	1,666 12 0
...	...	76	453	...	263	...	"	1,399 12 3	...	1,385 12 2
...	...	287	2,705	...	722	...	...	6,335 0 0	...	6,278 15 11
...	...	4	947	...	99	...	1 Anna.	1,170 7 11	...	1,170 7 11
...	...	4	674	...	267	...	"	1,155 1 4	...	1,155 1 3
...	...	15	774	...	130	...	"	1,592 9 5	...	1,592 9 5
...	...	20	790	...	...	...	"	1,242 2 4	...	1,242 2 4
...	...	43	2,785	...	496	...	...	5,160 5 0	...	5,160 4 11
...	...	...	...	...	95	...	1 Anna.	175 8 0	...	175 8 0
21	...	85	283	...	1,066	...	1 Anna.	...	3,620 11 1	...
...	...	58	229	...	654	...	"	...	2,973 8 10	...
...	...	13	76	...	381	...	"	...	1,531 12 9	...
...	...	31	83	...	482	...	"	...	1,622 12 2	...
...	...	...	10	...	190	...	"	...	752 4 10	...
...	...	10	37	...	183	...	"	...	672 1 0	...
21	...	192	718	...	2,956	...	...	...	11,173 2 8	...
...	...	...	527	...	131	...	1 Anna.	...	...	...
...	...	...	233	...	63	...	"	...	...	...
...	...	...	376	...	136	...	"	...	...	...
...	...	...	515	...	112	...	"	...	...	...
...	...	...	349	...	103	...	"	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,000	...	545	...	...	...	...	...
...	...	98	532	...	668	...	1 Anna.	2 0 0	...	2,788 8 0
...	...	...	660	...	547	...	"	5 0 0	...	2,747 4 6
...	...	...	380	...	503	...	"	5 0 0	...	1,693 13 6
...	...	...	347	...	459	...	"	7 0 0	...	2,720 6 11
...	...	...	32	...	120	...	"	...	...	499 11 0
...	...	98	1,951	...	2,297	...	...	19 0 0	...	10,449 11 11

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Receipts.—(Concluded) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.	19.
						1st CIRCLE, DEPARTMENT OF			
					Rs. As. P.	Rs. As. P.			Rs. As. P.
HALQABENDI SCHOOLS.	BOOLUNDSHUHUR.	Boolundshahur,	42	1st July, 1856.	...	361 8 0	...	...	3,941 3 5
		Sikandrabad, ...	26	Ditto,	...	157 8 0	...	...	3,147 13 5
		Anupshuhur, ...	24	Ditto,	...	306 12 0	...	...	3,274 12 5
		Khoorja, ...	26	Ditto,	...	219 0 0	...	...	3,153 0 5
		Total, ...	118	...	...	1,044 12 0	...	...	13,516 13 8
	MEERUT.	Meerut, ...	22	1st Octr., 1858,	3,369 6 4	34 6 0	...	...	3,450 13 8
		Sirdhana, ...	23	Ditto,	2,635 0 11	21 12 0	...	...	2,703 14 3
		Bâghput, ...	22	Ditto,	4,134 8 1	36 0 0	...	...	4,217 9 5
		Ghaziabad, ...	31	Ditto,	3,279 13 2	120 0 0	...	...	3,446 14 6
		Hapur, ...	23	Ditto,	2,346 7 8	26 0 0	...	...	2,419 9 0
		Muana, ...	16	Ditto,	1,457 1 3	14 8 0	...	...	1,518 10 7
		Total, ...	137	...	17,222 5 5	252 10 0	...	...	17,757 7 5
	MOZUFFERNUGGER.	Mozuffernugger.	30	2nd Decr., 1858,	...	142 6 0	...	..	3,448 5 0
		Jansath, ...	27	1st July, 1859,	...	125 14 0	...	...	3,300 14 6
		Shamli, ...	25	8th „ „	...	126 9 0	...	...	3,474 1 0
		Budhana, ...	22	18th May, 1859,	...	114 7 0	...	...	2,899 15 5
		Total, ...	104	...	...	509 4 0	...	...	13,123 3 11
	SAHARUNPORE	Saharunpore,	19	20th July, 1860,	...	104 4 0	...	...	2,445 3 10
		Roorkee, ...	28	1st Jany., 1861,	...	264 0 0	...	...	2,574 2 7
		Deobund, ...	28	1st July, 1862,	...	138 12 0	...	...	3,323 14 10
		Nakur, ...	24	1st May, 1861,	...	144 12 0	...	...	2,629 0 8
		Total, ...	99	...	...	651 12 0	...	...	10,972 5 11
	DEHRA DOON.	Dehra Doon, ...	3	...	...	16 14 0	...	...	367 14 0
	ALLYGURH.	Hathrass, ..	32	Different dates,	...	223 10 0	...	...	3,844 5 1
		SikandraRao, ...	22		...	138 12 0	...	...	3,112 4 10
		Atrauli, ...	16		...	68 3 0	...	...	1,599 15 9
		Iglas, ...	16		...	116 3 0	...	...	1,736 15 2
		Coel, ...	9		233 11 10	26 5 6	...	...	1,012 6 2
		Khyr, ...	6		...	44 4 3	...	...	716 5 3
		Total, ...	101	...	233 11 10	617 5 9	...	...	12,024 4 3
	MORADABAD.	Moradabad, ...	17	5th Jany., 1863,	2,054 0 3	30 0 0	...	...	2,084 0 3
		Amroha, ...	9	3rd „ „	1,908 3 4	26 10 0	...	...	1,934 13 4
		Hasunpore, ...	16	2nd Decr., 1862,	2,008 13 6	61 10 0	...	...	2,070 7 6
		Sumbhal, ...	16	1st Feby., 1863,	2,919 8 9	45 8 0	...	...	2,965 0 9
		Bilari, ...	16	20th June, 1860,	2,410 2 8	16 8 0	...	...	2,426 10 8
		Kashipore, ...	...	...	77 1 3	...	...	...	77 1 3
		Thakurdwara,	...	...	184 14 9	...	...	...	184 14 9
		Total, ...	74	...	11,562 12 6	180 4 0	...	...	11,743 0 6
	SHAHJEHANPORE.	Shahjehanpore,	25	1st May, 1854,	...	11 8 0	...	...	2,802 0 0
		Tilhur, ...	29	Ditto,	...	13 7 0	...	...	2,765 11 6
		Jelalabad, ...	25	Ditto,	...	9 4 0	...	...	1,708 1 6
		Powayan, ...	23	Ditto,	...	7 5 0	...	...	2,734 11 11
		Khotar, ...	5	Ditto,	...	...	...	...	499 11 0
		Total, ...	107	...	...	41 8 0	...	...	10,510 3 11

DIX E.

General Education for the year 1867-68.

LOWER CLASS (HALQABANDI SCHOOLS).

Charges.			Excess of Receipts over Charges	Excess of Charges over Receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.
PUBLIC INSTRUCTION, N.-W P.—(*Contd*)							
Rs As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P.	
3,843 6 11	767 0 3	4,610 7 2	...	669 3 9	3 7 9	1 5 8	
2,322 15 3	529 0 0	2,851 15 6	295 13 11	...	3 3 4	1 10 11	
2,142 4 0	666 4 2	2,808 8 2	466 4 3	...	3 5 11	1 12 6	
2,273 3 6	592 10 8	2,865 14 2	287 2 3	...	3 9 6	1 13 6	
10,581 13 8	2,554 15 4	13,136 13 0	1,049 4 5	669 3 9	3 6 9	1 10 0	
2,247 11 3	334 10 7	2 582 5 10	868 7 10	...	3 15 11	0 1 2	
2,524 5 7	269 6 0	2,793 11 7	...	89 13 4	4 1 11	0 1 1	
2,714 1 7	224 6 5	2,938 8 0	1,279 1 5	...	4 5 9	0 1 1	
3,489 12 11	321 9 5	3,811 6 4	...	364 7 10	4 5 1	0 0 10	
2,647 13 0	255 9 5	2,903 6 5	...	483 13 5	3 6 11	0 0 10	
1,902 8 6	229 12 6	2,132 5 0	...	613 10 5	4 1 7	0 1 5	
15,526 4 10	1,635 6 4	17,161 11 2	2,147 9 3	1,551 13 0	4 0 8	0 1 0	
3,028 8 8	368 13 3	3,397 5 11	50 15 1	...	3 3 10	1 14 3	
2,813 12 10	322 7 5	3,136 4 3	164 10 3	...	3 10 11	1 13 11	
2,740 13 9	325 15 4	3,066 13 1	407 3 11	...	4 9 5	2 8 2	
2,241 4 11	263 15 7	2,505 4 6	394 10 11	...	2 15 6	1 10 6	
10,824 8 2	1,281 3 7	12,105 11 9	1,017 8 2	...	3 11 9	1 15 3	
2,074 3 2	301 8 3	2,375 11 5	69 8 5	...	3 5 3	1 10 3	
2,285 2 2	300 0 0	2,585 2 2	...	10 15 7	3 10 10	1 10 3	
2,592 1 11	241 11 0	2,833 12 11	490 1 11	...	3 14 0	2 2 10	
2,212 11 0	261 12 0	2,474 7 0	154 9 8	...	3 9 5	1 12 10	
9,164 2 3	1,104 15 3	10,269 1 6	714 4 0	10 15 7	3 9 11	1 13 0	
327 9 3	44 6 5	371 15 8	...	4 1 8	4 7 8	2 1 10	
2,874 6 1	364 14 3	3,239 4 4	605 0 9	...	3 10 10	...	
2,341 15 11	247 13 8	2,589 13 7	522 7 3	...	4 7 0	...	
1,463 11 5	170 1 0	1,633 12 5	...	33 12 8	4 4 8	...	
1,472 7 6	166 12 6	1,639 4 0	99 11 2	...	4 0 1	...	
906 2 2	104 6 0	1,010 8 4	11 13 10	...	4 1 2	...	
473 8 0	63 2 9	536 10 9	179 10 6	...	3 6 8	...	
9,532 3 3	1,117 2 2	10,649 5 5	1,408 11 6	33 12 8	4 0 0	...	
1,930 4 8	108 6 5	2,038 11 1	45 5 2	...	3 6 9	...	
1,060 4 8	105 0 5	1,185 5 1	749 8 3	...	3 14 4	...	
1,920 4 8	140 0 5	2,060 5 1	10 2 5	...	4 5 10	...	
2,130 7 4	123 14 5	2,154 5 9	810 11 0	...	4 7 4	...	
2,780 4 8	94 14 5	1,865 3 1	551 7 7	...	4 4 11	...	
...	...	...	77 1 3	...	...	...	
...	...	...	184 14 9	...	...	...	
8,741 10 0	572 4 1	9,313 14 1	2,429 2 5	...	4 0 10	...	
2,316 0 0	224 9 7	2,540 9 7	261 6 5	...	3 11 2	...	
2,176 0 0	142 13 0	2,318 13 0	446 14 6	...	3 2 4	0 0 1	
704 0 0	107 5 0	1,811 5 0	...	103 3 6	2 13 3	0 0 1	
1,885 10 4	171 14 0	2,057 8 4	677 3 7	...	2 12 9	0 0 1	
312 0 0	15 4 3	327 4 3	172 6 9	...	1 10 8	...	
8,393 10 4	661 13 10	9,055 8 2	1,557 15 3	103 3 6	2 12 3	0 0 1	

APPEN

TABLE No 3A.—*I. Institutions*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8	9.
								1st CIRCLE, DEPARTMENT		
Halqabandi Schools.	Budaon.	Budaon, ...	23	1st Jany , 1856	612	110	...	722	661	570
		Datagunj, ...	19	Ditto,	346	102	...	448	458	367
		Sahaswan, ...	15	Ditto,	494	66	...	560	433	342
		Bisauli, ...	19	Ditto,	572	58	...	630	499	408
		Gunour, ...	11	Ditto,	335	47	...	382	360	268
		Total, ...	87	...	2,359	383	...	2,742	2,411	1,955
	Bareilly.	Puranpore, ...	5	1st May, 1868.	160	4	...	164	159	152
		Grand Total, 1st Circle,	835	...	19,368	7,588	8	26,964	25,014	21,972
								2nd CIRCLE, DEPARTMENT		
	Agra.	Hazoor Tahsil, ...	21	Different dates.	544	15	3	562	561·5	440·36
		Eradutnugger, ...	17		429	10	...	439	452·25	347·32
		Futtehabad, ...	20		508	6	...	514	536·5	353·68
		Etmadpore, ...	27		652	25	...	677	716·75	550·68
		Ferozabad, ...	21		594	11	...	605	589 75	448·14
		Bah Pinahut, ...	29		870	7	...	877	935·5	681 34
		Khyragurh, ...	16		382	16	...	398	395·5	310·39
		Futtehpore Sicri,	18		435	8	...	443	437	341·22
		Furreh, ...	22		621	31	...	652	629 75	428·39
		Total, ...	191	...	5,035	129	3	5,167	5254 5	3,901·52
	Cawnpore.	Jajmow, ...	8	Different dates.	231	37	...	268	335·22	272·08
		Sara Salempore,	11		356	2	...	358	353 13	291·34
		Ghatumpore, ...	8		241	9	...	250	248·2	196·24
		Bilhour, ...	7		206	10	...	216	249 15	183·99
		Sheorajpore, ...	10		368	12	...	380	330·22	260 83
		Rasoolabad, ...	8		195	6	...	201	202 7	163·5
		Akberpore, ...	7		196	5	...	201	197·45	152 1
		Bhogniporc, ...	5		135	4	...	139	168·2	129 05
		Derapore, ...	18		527	23	...	550	515·21	400·9
		Total, ...	82	...	2,455	108	...	2,563	2,599 48	2050·03
	Etah.	Etah, ...	36	Different dates.	1,015	41	...	1,056	1,026·92	862·31
		Aligunj, ...	24		789	82	...	871	892 82	769 53
		Kasgunj, ...	25		808	78	...	886	883 58	746·78
		Total, ...	85	...	2,612	201	...	2,813	2,803·32	2378·62
	Etawah.	Etawah, ...	31	Different dates.	680	72	...	752	802	614·81
		Bhurtana, ...	30		850	25	...	875	861·65	670·34
		Bidhoona, ...	21		542	35	...	577	616·24	522·46
		Phuppoond, ...	20		472	20	...	492	506 48	369·89
		Dalailnugger, ...	17		504	15	...	519	526·58	409·98
		Total, ...	119	...	3,048	167	...	3,215	3,312·95	2,587·48

DIX E.

General Education for the year 1867-68.—(Continued.)

LOWER CLASS (HALQABUNDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagree).	Bengali.		From Government.	Proceeds of Endowments.	Local rate of Assessment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)										
								Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	...	422	...	335	...	1 anna,	...	...	...
...	...	...	280	...	278	...	"	...	...	...
...	...	...	325	...	135	...	"	...	...	...
...	...	...	404	...	126	...	"	...	...	...
...	...	...	177	...	205	...	"	...	...	...
...	...	...	1,608	...	1,079	...	...	...	...	...
...	...	...	45	...	128	...	1 anna	...	...	...
21	...	629	15,987	...	12,995	...	...	18,218 4 10	11,173 2 8	28,290 10 7
PUBLIC INSTRUCTION, N.-W. P.										
...	...	...	...	...	562	...	1 anna,	58 4 4	...	...
...	...	...	1	...	439	...	"	27 14 5	...	...
...	...	6	6	...	514	...	"	27 8 3	...	...
...	...	5	21	...	677	...	"	40 3 7	...	...
...	...	...	10	...	605	...	"	49 2 4	...	...
...	...	10	15	...	877	...	"	75 5 1	...	...
...	...	...	18	...	398	...	"	23 13 2	...	...
...	...	...	...	...	443	...	"	21 1 8	...	...
...	...	...	52	...	652	...	"	27 12 9	...	...
...	...	21	123	...	5,167	...	...	351 1 7	...	...
39	...	19	67	...	201	...	1 anna,	27 9 1	...	...
32	...	...	15	...	358	...	"	46 15 2	...	...
...	...	5	10	...	245	...	"	16 3 0	...	...
...	...	2	3	...	213	...	"	24 1 0	...	...
...	...	7	24	...	361	...	"	53 9 1	...	...
...	...	13	13	...	187	...	"	25 12 1	...	...
...	...	5	19	...	185	...	"	22 11 2	...	...
...	...	4	12	...	125	...	"	10 14 10	...	...
32	...	...	8	...	542	...	"	70 13 3	...	...
103	...	55	171	...	2,417	...	...	298 8 8	...	...
10	...	...	142	...	1,045	...	1to2 annas,	61 8 2	...	5 8 0
6	...	...	39	...	841	...	"	51 8 2	...	...
...	...	...	180	...	728	...	"	71 8 2	...	3 0 0
							"			
16	...	...	361	...	2,614	...	...	184 8 6	...	8 8 0
...	...	13	27	...	750	...	1 to 2 as.,	45 5 0	...	...
...	...	...	12	...	865	...	"	43 14 6	...	...
...	...	15	45	...	547	...	"	35 15 0	...	...
...	...	8	25	...	489	...	"	30 3 0	...	...
...	...	8	38	...	503	...	"	27 11 0	...	...
...	...	44	147	...	3,154	...	...	183 0 6	...	...

APPEN

No. 3A.—I. *Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Receipts. Subscriptions, Donations, &c.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.	19.
									1st CIRCLE, DEPARTMENT
					Rs. As. P.	Rs. As. P.			Rs. As. P.
Halqabandi Schools.	Budaon.	Budaon, ...	23	1st Jany., 1856,	1,835 6 2	...	...	...	1,835 6 2
		Datagunj, ...	19	"	1,930 2 9	...	...	...	1,930 2 9
		Sahaswan, ...	15	"	1,858 10 9	8 10 0	...	...	1,867 4 9
		Bisauli, ...	19	"	1,792 6 9	13 8 0	...	...	1,805 14 9
		Gunour, ...	11	"	1,646 13 9	10 11 0	...	...	1,657 8 9
		Total, ...	87	...	9,063 8 2	32 13 0	...	...	9,096 5 2
	Bareilly.	Puranpore, ...	5	1st May, 1868,	500 0 0	...	...	...	500 0 0
		Grand Total, 1st Circle,	835	...	38,582 5 11	3,347 2 9	...	...	99,611 10 9
									2nd CIRCLE, DEPARTMENT
	Agra.	Hazoor Tahsil, ...	21	Different dates.	1,506 1 3	40 8 0	...	...	1,604 13 7
		Eradutnuggur, ...	17		1,658 14 10	45 5 0	...	...	1,732 2 3
		Futtehabad, ...	20		1,414 13 7	5 0 0	...	...	1,447 5 10
		Etmadpore, ...	27		1,683 12 11	57 7 0	...	...	1,731 7 6
		Ferozabad, ...	21		1,721 15 0	11 2 0	...	...	1,782 3 4
		Bah Pinahut, ...	29		1,605 4 2	39 10 0	...	...	1,720 3 3
		Khyragurh, ...	16		1,194 10 3	9 8 0	...	...	1,227 15 5
		Futtehpore Sicri,	18		1,557 11 7	24 3 0	...	...	1,603 0 3
		Furreh, ...	22		1,339 15 1	124 13 0	...	...	1,492 8 10
		Total, ...	191	...	13,633 2 8	357 8 0	...	...	14,341 12 8
	Cawnpore	Jajmhow, ...	8	Different dates.	561 8 6	32 0 0	...	...	621 1 7
		Sarh Salempore,	11		846 12 5	35 0 0	...	...	928 11 7
		Ghatumpore, ...	8		790 10 6	19 0 0	...	...	825 13 6
		Bilhour, ...	7		488 8 11	15 0 0	...	...	527 9 11
		Sheorajpore, ...	10		760 7 2	36 0 0	...	...	850 0 3
		Rasoolabad, ...	8		1,025 6 3	12 0 0	...	...	1,063 2 4
		Akberpore, ...	7		439 0 0	18 0 0	...	...	479 11 7
		Bhognipore, ...	5		932 10 4	12 0 0	...	...	955 9 2
		Derapore, ...	18		2,386 9 2	18 0 0	...	...	2,475 6 5
		Total, ...	82	...	8,231 9 3	197 0 0	...	...	8,727 1 11
	Etah.	Etah, ...	36	Different dates.	2,729 2 2	21 9 0	...	...	2,817 11 4
		Aligunj, ...	24		1,946 15 0	13 2 0	...	...	2,011 9 2
		Kasgunj, ...	25		2,496 15 1	9 6 0	...	...	2,580 13 3
		Total, ...	85	...	7,173 0 3	44 1 0	...	...	7,410 1 9
	Etawah.	Etawah, ...	31	Different dates.	2,764 10 6	3 12 0	...	...	2,813 11 6
		Bhurtana, ...	30		2,774 2 3	3 12 0	...	...	2,821 12 9
		Bedhona, ...	21		2,438 5 8	...	...	...	2,174 4 8
		Phappoond, ...	20		1,708 12 7	...	...	...	1,738 15 7
		Dalailnuggur, ...	17		2,020 12 5	...	...	...	2,048 7 5
		Total, ...	119	...	11,706 11 5	7 6 0	...	...	11,897 3 11

DIX E.

General Education for the year 1867-68.—(Continued.)

LOWER CLASS (HALQABANDI SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each Pupil.		Remark
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.
PUBLIC INSTRUCTION, N.-W. P.—(*Concld*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,856 4 5	142 13 2	1,999 1 7	...	163 11 5	3 4 4	...	
1,311 0 6	138 11 6	1,449 12 0	480 6 9	...	3 2 7	...	
1,128 2 2	147 5 9	1,275 7 11	591 12 10	...	2 15 1	...	
1,500 7 1	163 3 9	1,663 10 10	142 3 11	...	3 5 4	...	
841 3 6	149 6 4	990 9 10	666 14 11	...	2 12 0	...	
6,637 1 8	741 8 6	7,378 10 2	1,881 6 5	163 11 5	3 2 0	...	
418 0 0	2 4 0	420 4 0	79 12 0	...	2 10 3	...	
80,146 15 5	9,715 15 6	89,862 14 11	12,285 9 5	2,536 13 7	3 9 6	0 11 7	
PUBLIC INSTRUCTION, N.-W. P.,							
1,469 13 6	152 10 11	1,622 8 5	...	17 10 10	2 14 3	0 1 8	
1,236 12 10	117 13 9	1,354 10 7	377 7 8	...	2 15 11	0 1 0	
1,163 0 4	82 14 9	1,245 15 1	201 6 9	...	2 5 2	0 0 10	
1,881 15 10	151 7 3	2,033 7 1	...	301 15 7	2 13 5	0 0 11	
1,603 10 0	105 9 11	1,709 3 11	72 15 5	...	2 14 4	0 1 4	
2,186 1 8	168 5 7	2,354 7 3	...	634 4 0	2 8 3	0 1 4	
1,118 2 10	79 3 7	1,197 6 5	30 9 0	...	3 0 6	0 1 0	
1,276 0 0	96 3 0	1,372 3 0	230 13 3	...	3 2 3	0 0 9	
1,468 1 2	205 1 2	1,673 2 4	...	180 9 6	2 10 6	0 0 8	
13,403 10 2	1,159 5 11	14,563 0 1	913 4 1	1134 7 11	2 12 4	0 1 1	
680 15 7	175 11 1	856 10 8	...	235 9 1	2 8 11	0 1 4	
783 15 2	261 15 2	1,045 14 4	...	117 2 9	2 15 5	0 2 1	
543 5 6	178 5 0	721 10 6	104 3 0	...	2 5 2	0 1 1	
518 3 0	145 6 0	663 9 0	...	135 15 1	2 10 7	0 1 7	
749 6 9	258 1 1	1,007 7 10	...	157 7 7	3 0 10	0 2 7	
446 8 1	167 6 1	613 14 2	449 4 2	...	3 0 5	0 2 0	
457 4 4	159 11 2	616 15 6	...	137 4 4	3 2 0	0 1 10	
280 15 6	97 11 10	378 11 4	576 13 10	...	2 4 8	0 1 10	
1,050 4 4	381 15 11	1,432 4 3	1,043 2 2	...	2 12 6	0 2 2	
5,510 14 3	1,826 3 4	7,337 1 7	2,173 7 2	783 6 10	2 13 2	0 2 2	
2,579 11 4	429 14 9	3,009 10 1	...	191 14 9	2 14 11	0 1 0	
9,018 8 4	347 9 6	2,366 1 10	...	354 8 8	2 10 5	0 0 11	
1,820 10 1	375 4 0	2,195 14 1	384 15 2	...	2 7 9	0 1 4	
6,418 13 9	1,152 12 3	7,571 10 0	384 15 2	546 7 5	2 11 3	0 1 1	
1,866 13 4	419 15 2	2,286 12 6	526 15 0	...	2 13 7	0 0 11	
2,012 10 8	421 12 11	2,434 7 7	387 5 2	...	2 13 2	0 0 10	
1,555 1 11	394 6 0	1,949 7 11	524 12 9	...	3 2 7	0 0 11	
1,283 11 8	380 9 0	1,664 4 8	74 10 11	...	3 4 7	0 0 11	
1,247 11 8	374 10 0	1,622 5 8	426 1 9	...	3 1 3	0 0 10	
7,966 1 3	1,991 5 1	9,957 6 4	1,939 15 7	...	3 0 1	0 0 11	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1	1a.	1b.	2.	3.	4.	5.	6.	7.	8.	9.
								2ND CIRCLE, DEPARTMENT		
Halqabandi Schools.	Furruckabad.	Hazoor Tahsil, ...	8	Different dates.	267	21	...	288	317·32	255·59
		Chubramhow, ...	8		313	58	...	371	381·38	313·61
		Tirwa, ...	8		283	10	...	293	325·09	248·7
		Kanouj, ...	4		283	10	...	293	297·83	245 17
		Kaimgunj, ...	6		210	45	...	255	255 48	213·04
		Aligarh, ...	6		218	8	...	226	223·18	171·4
		Total, ...	40	...	1,574	152	...	1,726	1,800·28	1,447·51
	Hamirpore.	Hamirpore, ...	6	Different dates.	157	21	...	178	168	149
		Somerpore, ...	4		95	...	...	95	114	92
		Jalalpore, ...	6		172	12	...	184	140	116
		Jaitpore, ...	4		81	1	...	82	84	64
		Mondha, ...	14		245	36	...	281	259	220
		Mahoba, ...	11		334	13	...	347	349	286
		Punwarie, ...	9		314	30	...	344	380	297
		Raât, ...	8		178	10	...	188	172	135
		Total, ...	62	...	1,576	123	...	1,699	1,666	1,349
	Jaloun.	Jaloun, ...	19	Different dates.	527	14	...	541	571 5	336·45
		Madhogurh, ...	10		328	12	...	340	349 27	237·68
		Konch, ...	3		171	2	...	173	113·5	80·87
		Orai, ...	8		257	18	...	275	261·45	191·68
		Ottah, ...	18		777	22	...	799	652	360·9
		Total, ...	58	...	2,060	68	...	2,128	1,947·72	1,207·58
	Jhansie.	Jhansie, ...	13	Different dates.	436	5	...	441	607	441
		Moth, ...	16		486	19	...	505	716	549
		Gurotha, ...	13		364	7	...	371	505	374
		Mhow, ...	13		399	3	...	402	579	447
		Total, ...	55	...	1,685	34	...	1,719	2,407	1,811
	Lullutpore.	Lullutpore, ...	18	Different dates.	431	7	1	439	388	300
		Mehroni, ...	7		194	4	...	198	184	144
		Total, ...	25	...	625	11	1	637	572	444
	Muttra.	Hazoor Tahsil, ...	5	Different dates.	100	4	...	104	101·5	76 55
		Areeng, ...	18		504	7	2	513	532 92	488 89
		Chatta, ...	18		532	4	...	536	519 25	377·17
		Kosi, ...	15		346	21	...	367	325·83	268·28
		Nowjheel, ...	26		667	4	...	671	711·5	692 54
		Mahabun, ...	26		601	7	...	608	691·5	670·72
		Sardabad, ...	22		563	23	...	586	510·83	472·77
		Jalaisur, ..	23		494	8	...	502	527·58	423·6
		Total, ...	153	...	3,807	78	2	3,887	3,920·9	3,470·52
	Mynpoorie	Mynpoorie, ...	24	Different dates.	619	45	...	664	666·34	641·11
		Kurhul, ...	16		429	12	...	441	423	407·22
		Bhowgaon, ...	35		1,120	25	...	1,145	1,140·34	1,118·9
		Mustafabad, ...	34		932	38	...	970	935·34	928·42
		Shekohabad, ...	20		519	32	...	551	555·67	525·55
		Total, ...	129	...	3,619	152	...	3,771	3,720 69	3,621·2
		Grand Total, 2nd Circle,	999	...	28,096	1,223	6	29,325	30,004·84	24,268·46

DIX E.

General Education for the year 1867-68.

LOWER CLASS (HALQABANDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Bengali.		From Government.	Proceeds of Endowments.	Local rate of Assessment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.								Rs. As. P.	Rs. As. P.	Rs. As. P.
12	...	80	54	...	202	...	1 to 2 As.	97 3 10	...	49 12 8
...	...	110	...	...	316	...	"	16 14 10	...	...
...	...	26	31	...	275	...	"	20 11 6	...	6 9 1
...	...	50	20	...	239	...	"	51 11 4	...	...
...	...	60	62	...	160	...	"	26 11 3	...	6 3 11
...	...	...	7	...	221	...	"	30 1 2	...	9 15 11
12	...	326	174	...	1,413	...	...	243 5 11	...	72 9 7
...	...	...	15	...	165	...	1 Anna.	5 0 6	...	...
...	...	...	...	...	95	...	"	3 10 3	...	...
...	...	...	14	...	170	...	"	4 0 0	...	...
...	...	...	...	...	82	...	"	175 13 0	...	171 8 0
...	...	...	44	...	237	...	"	17 5 3	...	...
...	...	...	20	...	345	...	"	384 10 6	...	352 7 4
...	...	...	22	...	332	...	"	28 2 6	...	...
...	...	...	...	...	188	...	"	8 3 9	...	...
...	...	...	115	...	1,614	...	...	626 13 9	...	523 15 4
...	...	...	65	...	541	...	1 Anna.	1,028 14 6	...	991 6 3
...	...	...	40	...	340	...	"	581 12 3	...	566 3 6
...	...	...	7	...	173	...	"	108 15 0	...	102 10 0
...	...	...	25	...	260	...	"	859 3 0	...	850 11 0
...	...	...	40	...	795	...	"	608 13 2	...	561 7 11
...	...	...	177	...	2,109	...	...	3,187 9 11	...	3,072 6 8
...	...	...	5	...	436	...	1 Anna.	582 7 10	...	542 7 7
...	...	...	21	...	484	...	"	642 12 5	...	586 2 7
...	...	...	...	...	371	...	"	590 14 1	...	555 6 5
...	...	...	...	...	402	...	"	686 13 2	...	738 6 5
...	...	...	26	...	1,693	...	...	2,502 15 6	...	2,422 7 0
...	...	8	33	...	439	...	1 Anna.	447 6 7	...	406 1 7
...	...	2	17	...	198	...	"	31 2 1	...	5 13 4
...	...	10	50	...	637	...	...	478 8 8	...	411 14 11
...	...	...	...	...	104	...	1 Anna.	46 12 10	...	32 12 7
...	...	...	...	...	513	...	"	37 10 1	...	0 11 10
...	...	...	...	...	517	...	"	30 6 10	...	1 13 10
...	...	...	12	...	355	...	"	33 3 3	...	...
...	...	...	...	...	671	...	"	75 5 7	...	37 4 2
...	...	...	5	...	608	...	"	104 14 4	...	29 1 4
...	...	...	21	...	584	...	"	73 15 1	...	0 1 4
...	...	...	27	...	502	...	"	76 8 5	...	27 13 11
...	...	...	65	...	3,854	..	...	478 12 5	...	129 11 0
...	...	23	54	...	642	...	1 Anna.	38 10 3	...	...
...	...	...	80	...	359	...	"	24 7 6	...	...
...	...	15	60	...	1,098	...	"	74 1 0	...	...
...	...	...	105	...	865	...	"	60 9 9	...	...
...	...	...	65	...	486	...	"	37 0 0	...	...
...	...	38	364	...	3,450	...	...	234 12 6	...	...
181	...	494	1,773	...	28,122	...	...	8,770 1 11	...	6,641 8 6

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Receipts—(Concluded) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1.	1a	1b.	2	3.	15.	16.	17.	18.	19.
					2ND CIRCLE, DEPARTMENT PUBLIC				
					Rs. As. P.	Rs. As. P.		Rs As. P.	Rs. As P
Halqarandi Schools.	Furruckabad.	Hazoor Tahsil,	8	Different dates.	221 7 7	56 10 0	...	234 1 3	659 3 4.
		Chubramhow,	8		400 5 5	16 8 0	...	180 0 0	613 12 3
		Tirwa, ...	8		495 9 3	19 8 0	...	101 0 0	643 5 10
		Kanouj, ...	4		270 10 8	5 12 0	...	198 6 3	526 8 3
		Kaimgunj, ...	6		493 15 11	90 12 0	...	146 0 0	763 11 1
		Aligarh, ...	6		542 1 6	11 4 0	...	95 0 0	688 6 7
		Total, ...	40	...	2,424 2 4	200 6 0	...	954 7 6	3,894 15 4
	Hamirpore.	Hamirpore, ...	6	Different dates.	269 0 0	63 9 0	...	...	337 9 6
		Somerpore, ...	4		550 10 0	46 12 0	...	...	601 0 3
		Jalalpore, ...	6		743 1 8	34 3 0	...	...	781 4 8
		Jaitpore, ...	4		...	20 0 0	...	...	367 5 0
		Mondha, ..	14		1,357 0 0	33 8 0	...	...	1,407 13 3
		Mahoba, ...	11		339 5 9	74 3 0	...	...	1,150 10 7
		Punwarie, ...	9		784 5 0	125 1 0	...	...	937 8 6
		Raât, ...	8		514 4 4	41 4 0	...	...	563 12 1
		Total, ...	62	...	4,557 10 9	438 8 0	...	...	6,146 15 10
	Jaloun.	Jaloun, ...	19	Different dates	...	28 5 0		...	2,048 9 9
		Madhogurh, ...	10		131 8 0	15 7 0	...	...	1,294 14 9
		Konch, ...	3		...	2 12 0	...	...	214 5 0
		Oraie, ...	8		...	9 15 0	...	...	1,719 13 0
		Ottah, ...	18		...	27 2 0	...	...	1,197 7 1
		Total, ...	58	...	131 8 0	83 9 0	...	...	6,475 1 7
	Jhansie.	Jhansie, ...	13	Different dates	...	58 12 0	...	...	1,183 11 5
		Moth, ...	16		...	63 6 0	...	...	1,292 5 0
		Gurotha, ...	13		...	25 11 0	...	...	1,171 15 6
		Mhow, ...	13		...	70 4 0	...	...	1,495 7 7
		Total, ...	55	...	...	218 1 0	...	...	5,143 7 6
	Lullutpore.	Lullutpore, ...	18	Different dates.	668 9 6	34 0 0	...	...	1,556 1 8
		Mehroni, ...	7		310 0 0	1 0 0	...	...	347 15 5
		Total, ...	25	...	978 9 6	35 0 0	...	...	1,904 1 1
	Muttra.	Hazoor Tahsil,	5	Different dates	221 0 11	9 14 0	...	...	310 8 4
		Areeng, ...	18		1,170 5 11	54 7 0	...	50 0 0	1,313 2 10
		Chatta, ...	18		1,312 7 4	40 13 0	...	145 0 0	1,530 9 0
		Kosi, ...	15		1,001 15 0	11 11 0	...	...	1,046 13 3
		Nowjheel, ...	26		1,944 1 5	87 5 0	...	51 4 0	2,195 4 2
		Mahabun, ...	26		2,021 6 8	74 11 0	...	25 0 0	2,255 1 4
		Sadabad, ...	22		1,905 0 3	100 0 0	...	120 0 0	2,199 0 8
		Jalaisur, ...	23		1,647 15 11	89 7 6	...	15 0 0	1,856 13 9
		Total, ...	153	...	11,224 5 5	468 4 6	...	406 4 0	12,707 5 4
	Mynpoorie.	Mynpoorie, ...	24	Different dates.	1,907 13 0	...	...	...	1,946 7 3
		Kurhul, ...	16		1,562 4 11	...	...	...	1,586 12 5
		Bhowgaon, ...	35		2,403 8 8	19 14 0	...	...	2,497 7 8
		Mustafabad, ...	34		2,476 0 0	12 6 6	...	...	2,549 0 3
		Shekoabad, ...	20		2,407 1 10	4 8 0	...	...	2,448 9 10
		Total, ...	129	...	10,756 12 5	36 12 6	...	...	11,028 5 5
		Grand Total, 2nd Circle,	999	...	70,817 8 0	2,086 10 0	...	1,360 11 6	89,676 7 11

DIX E.

General Education for the year 1867-68.

LOWER CLASS (HALQABANDI SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of Educating each Pupil		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.
INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
647 5 9	171 12 2	819 1 11	...	159 14 7	2 9 4	0 4 11	
691 9 11	94 8 10	786 2 9	...	172 6 6	2 1 0	0 0 8	
591 9 9	80 5 4	671 15 1	...	28 9 3	2 1 1	0 1 0	
519 4 11	214 10 3	733 15 2	...	207 6 11	2 7 5	0 2 9	
497 10 10	167 6 4	665 1 2	98 9 11	...	2 9 8	0 1 8	
449 12 3	78 0 3	527 12 6	160 10 1	...	2 5 10	0 2 2	
3,397 5 5	806 11 2	4,204 0 7	259 4 0	568 5 3	2 5 4	0 2 2	
456 7 0	250 3 2	706 10 2	...	369 0 8	4 3 4	0 0 6	
337 6 1	50 6 3	387 12 4	213 3 11	...	3 6 5	0 0 6	
276 6 5	425 14 2	702 4 7	79 0 1	...	5 0 3	0 0 7	
219 4 4	49 5 0	268 9 4	98 11 8	...	3 3 2	2 1 6	
919 14 11	761 11 8	1,681 10 7	...	273 13 4	6 7 11	0 1 1	
864 1 0	1,049 7 2	1,913 8 2	...	762 13 7	5 7 9	1 1 8	
687 7 2	892 0 11	1,579 8 1	...	641 15 7	4 2 6	0 1 2	
468 6 10	438 1 10	906 8 8	...	342 12 7	5 4 4	0 0 9	
4,229 5 9	3,917 2 2	8,146 7 11	390 15 8	2,390 7 9	4 14 3	0 6 0	
1,184 4 8	174 1 6	1,358 6 2	690 3 7	...	2 6 0	1 12 9	
652 7 5	127 11 9	780 3 2	514 11 7	...	2 3 9	1 10 8	
163 0 0	95 15 0	258 15 0	...	44 10 0	2 4 4	0 15 4	
536 5 10	127 4 0	663 9 10	1,056 3 2	...	2 8 8	3 4 7	
1,345 13 2	238 11 10	1,584 9 0	...	387 1 11	2 6 9	0 14 11	
3,881 15 1	763 12 1	4,645 11 2	2,261 2 4	431 11 11	2 6 2	1 10 2	
915 0 8	100 11 3	1,015 11 11	167 15 6	...	1 10 9	0 15 4	
1,214 0 7	128 5 3	1,342 5 10	...	50 0 10	1 14 0	0 14 4	
900 6 11	67 6 6	967 13 5	204 2 1	...	1 14 8	1 2 9	
1,017 12 2	106 2 9	1,133 14 11	361 8 8	...	1 15 4	1 3 0	
4,097 4 4	402 9 9	4,459 14 1	733 10 3	50 0 10	1 13 8	1 0 8	
1,017 7 7	75 8 6	1,146 0 1	410 1 7	...	2 15 3	1 2 5	
478 7 9	29 1 9	507 9 6	...	159 10 1	2 12 2	0 2 8	
1,548 15 4	104 10 3	1,653 9 7	410 1 7	159 10 1	2 14 3	0 13 5	
230 2 0	23 12 3	253 14 3	56 10 1	...	2 8 0	0 7 4	
955 0 0	139 9 3	1,094 9 3	218 9 7	...	2 0 10	0 1 1	
985 0 0	212 5 0	1,197 5 0	333 4 0	...	2 4 11	0 0 11	
791 0 0	43 2 3	834 2 3	212 11 0	...	2 9 0	0 1 8	
1,722 10 0	174 14 6	1,897 8 6	299 11 8	...	2 10 8	0 1 8	
1,494 10 0	174 6 0	1,669 0 0	586 1 4	...	2 6 11	0 2 5	
1,279 4 6	292 1 9	1,571 6 3	627 10 5	...	3 1 2	0 4 4	
1,320 10 0	151 5 6	1,471 15 6	384 14 8	...	2 12 8	0 2 4	
8,778 4 6	1,211 8 6	9,989 13 0	2,717 8 4	...	2 8 9	0 1 11	
1,751 12 3	56 7 4	1,808 3 7	138 3 8	...	2 11 5	0 0 11	
1,083 5 4	60 8 4	1,143 13 8	442 14 9	...	2 11 3	0 0 11	
2,344 3 10	92 14 7	2,437 2 5	60 5 3	...	2 2 2	0 1 1	
2,262 15 8	83 13 11	2,346 13 7	202 2 8	...	2 8 2	0 1 1	
1,588 2 0	69 7 4	1,657 9 4	791 0 6	...	2 15 9	0 1 1	
9,030 7 1	363 3 6	9,393 10 7	1,634 10 10	...	2 8 4	0 1 0	
68,123 0 11	13,799 4 0	81,922 4 11	13,818 13 0	6,064 10 0	2 11 8	0 4 8	

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.	9.
							3RD CIRCLE, DEPARTMENT			
Halqabandi Schools.	Allahabad.	Arail, ...	...	Different dates.	337	105	...	442	456	400 85
		Bara, ...	...		273	13	...	286	365 25	325·24
		Chail, ...	...		94	453	...	547	605·75	556 48
		Handia, ...	...		155	195	...	350	459·25	417 28
		Sirathoo, ...	...		157	114	...	271	270·5	235·73
		Menjha, ...	..		388	24	...	412	491·25	446 39
		Puchhimsarira, ...	...		68	151	...	219	233 75	206·05
		Phoolpore, ...	...		139	227	...	366	434 75	372·25
		Soraon, ...	...		213	151	...	364	417·75	372·46
		Total, ...	...	...	1,824	1,433	...	3,257	3,734·25	3,333·73
	Azimgurh.	Deogaon, ...	...	Different dates.	348	180	...	528	459	387·22
		Hazoor Tahsil, ...	...		370	150	...	520	496·75	439·03
		Jeanpore, ...	...		413	173	...	586	440·5	503 23
		Mahomedabad, ...	...		374	210	...	584	533 5	470·78
		Mahool, ...	...		281	171	...	452	425·5	388·79
		Nugra, ...	...		274	138	...	412	383·25	324·93
		Total, ...	...	...	2,060	1,022	...	3,082	2,838·5	2,513·98
	Banda.	Augasi, ...	23	Different dates.	410	60	...	470	395·4	470
		Badosa, ...	20		252	33	...	285	270·72	272·55
		Chhibon, ...	22		435	12	...	447	481·82	421·33
		Darsenda, ...	18		339	7	...	346	388·11	299·87
		Hazoor Tahsil, ...	28		586	86	...	672	573 97	670
		Pilanee, ...	31		506	66	...	572	477·02	572
		Sihonda, ...	22		450	52	...	502	436·21	502
		Truhooan, ...	15		425	10	...	435	270·72	401·09
		Total, ...	179	...	3,403	326	...	3,729	32,93·97	3,510·84
	Benares.	Chundowlee, ...	28	Different dates.	875	28	...	903	724 25	591·28
		Hazoor Tahsil, ...	47		1,354	38	...	1,392	1,264 25	1,006·87
		Total, ...	75	...	2,229	66	...	2,295	1,990·5	1,598·15
	Busti.	Busti, ...	38	Different dates.	1,026	302	...	1,328	1,002 7	1,014·92
		Bansi, ...	22		604	286	...	890	627·4	620·88
		Khalelabad, ...	45		1,256	542	...	1,798	1,193·64	1,227 68
		Hariya, ...	23		506	168	...	674	687·64	468·69
		Domeriagunj, ...	32		686	259	...	945	773·1	673·76
		Total, ...	160	...	4,078	1,557	...	5,635	4,233·98	3,805·73

DIX E.

General Education for the year 1867-68.

LOWER CLASS (HALQABANDI SCHOOLS).

Number of Pupils studying in each Language at the close of the year.							Monthly rate of Schooling Fees.	Receipts.		
English	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri).	Bengali.		From Government	Proceeds of Endowments.	Local rate of Assessment.
10.	10*a*.	10*b*.	10*c*.	10*d*	10*e*.	10*f*	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W P.								Rs As P		Rs As P.
...	...	60	182	...	246	...	...	18 13 0	...	899 0 3
...	...	50	73	...	217	...	...	14 7 6	...	1,492 13 0
...	...	209	526	...	32	...	...	41 4 0	...	1,386 3 2
...	...	26	233	...	117	...	...	4 13 6	...	1,148 8 9
...	...	55	168	...	96	..	...	14 5 0	...	814 4 7
..	...	27	54	...	354	...	...	22 15 6	...	2,263 1 8
...	...	91	169	...	57	...	...	15 7 0	...	857 14 6
...	...	117	303	...	51	...	...	15 4 6	...	1,030 9 0
...	..	168	262	...	106	..	...	34 0 0	...	1,407 10 1
...	...	804	1,970	...	1,276	...	...	188 6 0	...	11,300 1 0
...	...	40	140	...	528	...	1 anna	31 6 0	...	735 0 1
...	..	45	49	...	520	..	"	25 8 0	...	1,539 0 9
...	10	95	112	...	586	...	"	32 12 0	...	1 242 11 3
...	5	85	115	...	584	...	"	21 8 0	...	1,215 6 8
...	...	77	100	...	552	...	"	15 2 0	...	1,430 2 0
...	...	62	85	...	412	...	"	15 4 0	...	1,284 13 9
...	15	404	601	...	3082	...	...	141 8 0	...	7,455 2 6
...	...	...	62	...	408	...	...	...	...	1,912 0 0
...	...	...	33	...	252	...	...	...	...	1,375 0 0
...	...	...	12	...	435	...	...	...	...	1,014 0 0
...	...	...	...	...	346	...	...	...	...	1,591 0 0
...	...	...	35	...	637	...	...	...	...	2,225 0 0
...	...	...	42	...	530	...	...	...	...	2,447 0 0
...	..	...	15	...	487	..	...	...	...	1,538 0 0
..	...	...	...	...	435	...	...	...	...	1,016 0 0
..	...	...	199	...	3,530	...	...	...	...	13,118 0 0
48	...	...	92	...	889	...	...	1,305 11 6	...	1,259 10 10
10	...	41	125	...	1,353	..	...	1,305 0 0	...	1,856 12 8
58	...	41	217	...	2,236	...	...	2,610 11 6	...	3,116 7 6
...	...	...	193	...	1,267	..	...	96 10 0	...	2,817 14 0
...	...	56	56	...	834	...	...	12 7 6	...	3,121 5 11
...	..	38	88	...	1,710	..	...	62 12 0	...	2,515 9 3
..	...	...	45	...	629	...	...	15 0 0	...	2,702 8 2
...	...	...	34	...	916	..	...	17 15 0	...	2,842 14 4
...	...	94	416	...	5,356	..	...	204 12 6	...	14,000 3 8

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TABLE No. 3A.—I. *Institutions for General*

GOVERNMENT SCHOOLS OF THE

Name of Institutions.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Receipts. Subscriptions, Donations, &c.	Receipts. Fees, Fines, &c.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	1a.	1b.	2.	3.	15.	16.	17.	18.	19.
						3RD CIRCLE, DEPARTMENT			
					Rs. As. P.	Rs. As. P.		Rs As. P.	Rs. As. P
Halqabandi Schools.	Allahabad.	Arail, ...	...	Different dates.	...	...	...	31 4 0	949 1 3
		Barn, ...	...		...	...	...	...	1,507 4 6
		Chail, ...	...		...	...	...	24 7 2	1,451 14 4
		Handia, ...	...		...	...	...	356 0 0	1,516 6 3
		Sirathoo, ...	...		...	...	...	2 8 0	831 1 7
		Menjha, ...	...		...	...	...	5 0 0	2,291 1 2
		Puchhimsarira, ...	...		...	...	...	9 7 1	882 12 7
		Phoolpore, ...	...		...	...	...	130 0 0	2,157 13 6
		Soraon, ...	...		...	...	...	58 12 0	1,500 6 1
		Total, ...	...	...	...	...	...	617 6 3	12,105 13 3
	Azimgurh.	Deogaon, ...	...	Different dates.	78 0 0	10 0 0	...	...	912 6 1
		Hazoor Tahsil, ...	..		64 0 0	15 0 0	...	...	1,643 8 9
		Jeanpore, ...	...		54 0 0	12 0 0	...	...	1,341 7 3
		Mahomedabad, ...	...		39 0 0	18 0 0	...	...	1,293 14 8
		Mahool, ...	...		60 0 0	11 0 0	...	...	1,516 4 0
		Nugra, ...	...		72 0 0	17 0 0	...	...	1,339 10 9
		Total, ...	...	...	367 0 0	83 0 0	...	...	8,046 10 6
	Banda	Augasi, ...	23	Different dates.	128 1 3	...	...	...	2,040 1 3
		Badosa, ...	20		100 15 3	...	...	...	1,475 15 3
		Chhibon, ...	22		124 1 6	...	...	...	1,133 10 6
		Darsenda, ...	18		114 0 6	...	...	...	1,905 0 6
		Hazoor Tahsil, ...	28		141 11 3	...	...	...	2,366 11 3
		Pilanee, ...	31		158 2 6	...	...	...	2,605 2 6
		Sihonda, ...	22		88 10 9	...	...	...	2,626 10 9
		Tiruhooan, ...	15		80 15 0	...	...	...	1,096 15 0
		Total, ...	179	...	937 3 0	...	...	...	14,055 3 0
	Benares.	Chundowlee, ...	28	Different dates.	418 0 0	...	...	...	2,983 6 4
		Hazoor Tahsil, ...	47		932 0 0	...	...	...	4,093 12 8
		Total, ...	75	...	1,350 0 0	...	...	...	7,077 3 0
	Basti.	Basti, ...	38	Different dates.	96 8 0	...	...	...	3 011 0 0
		Bansi, ...	22		57 0 0	...	...	...	3,190 13 5
		Khalelabad, ..	45		118 0 0	...	...	...	2,696 5 3
		Hariya, ...	23		42 0 0	...	....	...	2,759 8 2
		Domeriagunj, ...	32		94 0 0	...	...	...	2,954 13 4
		Total, .	160	...	407 8 0	...	...	...	14,612 8 2

DIX E.

Education for the year 1867-68.—(Continued.)

LOWER CLASS (HALQABANDI SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.
PUBLIC INSTRUCTION, N.-W. P.—(*Contd.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
1,136 10 2	50 1 0	1,186 11 2	...	237 9 11	2 15 5	0 0 9	
1,295 8 0	14 7 6	1,309 15 6	197 5 0	...	4 0 4	0 0 9	
1,753 8 1	65 11 2	1,819 3 3	...	367 4 11	3 4 4	0 1 2	
1,042 6 9	367 13 6	1,410 4 3	42 8 9	...	3 5 11	0 0 6	
856 13 4	16 13 0	873 10 4	...	42 8 9	3 11 2	0 1 0	
1,544 9 3	27 15 6	1,572 8 9	718 8 5	...	3 8 0	0 0 10	
537 13 4	24 14 1	562 11 5	320 1 2	...	2 11 8	0 1 2	
916 6 5	145 4 6	1,061 10 11	114 2 7	...	2 13 7	0 0 7	
1,268 15 4	92 12 0	1,361 11 4	188 10 9	...	3 10 5	0 1 6	
10,352 10 8	805 12 3	11,158 6 11	1,594 13 11	647 7 7	3 5 5	0 0 11	
874 8 0	52 13 0	927 5 0	...	14 14 11	2 6 4	0 1 4	
1,070 15 4	61 8 0	1,152 7 4	491 1 5	...	2 10 0	0 0 11	
1,330 8 0	43 3 0	1,373 11 0	...	32 3 9	2 11 8	0 1 0	
1,257 0 0	31 7 0	1,288 7 0	5 7 8	...	2 11 9	0 0 9	
1,043 0 0	41 9 0	1,084 9 0	431 11 0	...	2 12 8	0 0 7	
835 8 0	24 11 0	860 3 0	478 14 9	...	2 10 4	0 0 9	
6,711 7 4	275 3 0	6,686 10 4	1,407 2 10	47 2 8	2 10 7	0 0 11	
1,079 2 3	1,345 9 3	2,424 11 6	...	684 10 3	4 5 5	...	
930 15 2	1,318 7 3	2,249 6 5	...	773 7 2	5 2 10	...	
1,024 14 8	1,345 7 11	2,370 6 7	...	1,231 12 1	2 8 9	...	
918 9 3	1,311 8 6	2,229 12 3	...	524 11 9	4 12 10	...	
2,198 4 10	3,184 9 8	5,382 14 6	...	3,016 3 3	3 8 4	...	
1,815 7 0	1,385 10 6	3,201 1 6	...	595 15 0	4 8 10	...	
1,193 4 1	1,394 5 3	2,587 9 4	...	960 14. 7	3 3 10	...	
1,408 15 5	1,309 7 0	2,918 6 5	...	1,321 7 5	2 8 4	...	
10,569 3 2	12,595 1 4	23,164 4 6	...	9,109 1 6	3 12 3	...	
2,233 3 6	33 8 6	2,266 12 0	716 10 4	...	3 13 3	2 3 4	
1,283 3 0	1,621 15 0	2,905 2 0	1,188 10 8	...	2 14 2	1 3 3	
3,516 6 6	1,655 7 6	5,171 14 0	1,905 5 0	...	3 3 9	1 10 2	
2,356 8 9	702 2 3	3,058 11 0	...	47 11 0	2 4 10	0 1 1	
1,320 1 4	9 0 0	1,329 1 4	1,861 12 1	...	1 7 11	0 0 2	
2,711 2 11	459 14 0	3,171 0 11	...	474 11 8	1 12 2	0 0 6	
1,432 12 0	204 8 0	1,637 4 0	1,122 4 2	...	2 6 10	0 0 4	
1,742 1 0	230 8 0	1,972 9 0	982 4 4	...	2 1 4	0 0 3	
9,562 10 0	1,606 0 3	11,168 10 3	3,966 4 7	522 6 8	1 10 8	0 0 7	

APPEN

TABLE No 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institutions.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.
1.	1a.	1b.	2.	3.	4.	5.	6.	7.	8.	9.
							3RD CIRCLE, DEPARTMENT			
Halqabandi Schools.	Futtehpore.	Ghazeepore, ...	20	Different dates.	292	33	...	325	358·38	350·85
		Hazoor Tahsil, ...	10		495	63	...	558	546 75	505·49
		Khaga, ...	10		212	178	...	390	354·5	419·83
		Kullianpore, ...	13		471	39	...	570	470 75	434·54
		Khukreroo, ...	11		219	114	...	333	320·5	311·92
		Kora, ...	7		301	28	...	329	301 25	309·7
		Total, ...	71	...	1,990	455	...	2,445	2,350·63	2,332·09
	Ghazeepore.	Ghazeepore, ...	20	Different dates.	327	138	...	465	460	409 25
		Mahomedabad, ...	13		266	120	...	386	380	325·12
		Rusra, ...	14		164	145	...	309	300	282·72
		Sydpore, ...	18		342	160	...	502	500	440·15
		Zamania, ...	16		276	165	...	441	414	359·19
		Bullya, ...	19		305	139	...	444	425	390·91
		Total, ...	100	...	1,680	876	...	2,547	2,479	2,208·04
	Goruckpore.	Bansgaon, ...	57	Different dates.	2,582	517	...	3,099	2,934·95	2,307·95
		Deorea, ...	45		2,165	490	...	2,655	2,604·29	2,108 16
		Hazoor Tahsil, ...	26		1,052	273	...	1,325	1,187·08	916·16
		Munsoorgunj, ...	25		953	314	...	1,267	1,558·94	1,210 18
		Pudrona, ...	48		2,217	380	...	2,597	2,331·1	1,872·91
		Total, ...	201	...	8,969	1,974	...	10,943	10,616·36	8,415·36
	Jounpore.	Jounpore, ...	24	Different dates.	682	62	...	744	680·44	588·8
		Kirakut, ...	12		380	17	...	397	269 65	243·8
		Kothun, ...	23		599	101	...	700	576 65	506·53
		Muchhlishahr, ...	19		521	40	...	561	546 19	471·6
		Mundiahoon, ...	23		615	16	...	631	611·05	517·47
		Total, ...	101	...	2,797	236	...	3,033	2,683·98	2,328·2
	Mirzapore.	Chunar, ...	42	Different dates.	942	52	...	994	909	608·53
		Hazoor Tahsil, ...	50		1,429	96	...	1,525	1,490	1,406·89
		Robertsgunj ...	12		309	5	...	314	301	227·5
		Total, ...	104	...	2,680	153	...	2,833	2,700	2,242 92
		Grand Total, 3rd Circle,	1,207	...	31,710	8,089	...	39,799	36,962·17	32,289·04
							KUMAON CIRCLE, DEPARTMENT			
	Gurhwal.	Srinagger, ...	41	1st Jan., 1863.	1,485	2	15	1,502	1,823	875
		Grand Total,...	3,082	...	80,659	16,902	·29	97,590	938,04·01	79,404·5

DIX E.

General Education, for the year 1867-68.—(Continued.)

LOWER CLASS (HALQABANDI SCHOOLS).

Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri.)	Bengali.		From Government.	Proceeds of Endowments.	Local rate or Assessment.
10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.	14.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)								Rs. As. P.	Rs. As. P.	Rs. As. P.
...	...	...	35	...	325	...	...	330 11 0	...	724 7 0
...	29	...	45	...	550	...	...	451 5 0	...	1 552 0 8
...	25	...	28	...	390	...	...	205 4 0	...	944 12 6
...	28	...	45	...	480	...	...	214 0 0	...	801 1 1
...	30	...	50	...	328	...	...	623 15 0	...	929 14 0
...	12	...	20	...	329	...	...	312 14 0	...	864 13 11
...	142	...	223	...	24,02	...	...	2,138 1 0	...	5,817 1 2
...	...	15	85	...	365	...	...	16 5 4	...	1,453 2 5
...	2	21	55	...	308	...	...	16 5 4	...	976 9 9
...	...	7	32	...	270	...	...	16 10 4	...	838 0 9
...	5	35	92	...	370	...	...	16 5 4	...	1,076 10 6
...	3	40	100	...	298	...	...	16 5 4	...	1,079 10 6
...	...	6	47	...	391	...	...	16 15 4	...	1,633 9 8
...	10	124	411	...	2,002	...	...	98 15 0	...	7,057 11 7
...	...	55	245	...	2,847	...	...	133 0 0	...	2,758 13 1
...	...	61	167	...	2,487	...	...	21 0 0	...	3,574 3 0
...	...	5	35	...	1,320	...	...	61 5 0	...	2,269 5 10
...	...	...	35	...	1,267	...	...	10 10 0	...	2,870 4 11
...	...	20	45	...	2,555	...	...	12 4 0	...	4,679 6 6
..	...	141	527	...	10,476	...	...	238 3 0	...	16,162 1 4
...	...	...	52	...	692	...	...	19 12 0	...	1,519 12 3
...	...	...	57	...	350	...	...	53 1 0	...	562 4 3
...	...	...	143	...	584	...	...	17 10 0	...	1,308 15 6
...	...	...	48	...	561	...	...	18 1 0	...	1,423 4 0
...	...	...	24	...	607	...	...	32 7 9	...	1,564 14 6
...	...	...	324	...	2,794	...	...	140 15 9	...	6,379 2 6
...	...	41	59	...	824	...	...	1,259 9 9	...	1,259 9 9
...	...	58	120	...	1,301	...	...	2,715 6 0	...	2,715 6 0
...	...	...	...	...	314	...	...	420 13 3	...	420 13 3
...	...	99	179	...	2,439	...	...	4,395 13 0	...	4,395 13 0
58	167	1,707	5,067	...	35,183	...	...	10,157 5 9	...	88,801 12 3
PUBLIC INSTRUCTION, N.-W. P.										
...	...	...	...	...	1,502	...	...	1,799 2 0	...	1,757 4 5
210	167	2,830	32,627	...	77,802	...	...	38,944 14 6	11,173 2 8	1,25,491 3 9

APPEN

TABLE No. 3A.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah.	Number of Schools.	When established.	Receipts.—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other Sources.	Total.
1	1a.	1b.	2.	3.	15.	16.	17.	18.	19.
									3RD CIRCLE, DEPARTMENT
					Rs. As. P	Rs. A. P.		Rs. A. P.	Rs A P.
Halqabandi Schools.	Futtehpore.	Ghazeepore, ...	20	Different dates	...	...	...	...	1,055 2 0
		Hazoor Tahsil, ...	10		...	...	...	...	2,008 5 8
		Khaga, ...	10		...	...	...	...	1,150 0 6
		Kulhanpore, ...	13		48 0 0	...	...	...	1,063 1 1
		Khukreroo, ...	11		18 0 0	...	...	...	1,571 13 0
		Kora, ...	7		...	...	...	...	1,177 11 11
		Total, ...	71	...	66 0 0	...	...	...	8,021 2 2
	Ghazeepore.	Ghazeepore, ...	20	Different dates.	...	...	...	...	1,469 7 9
		Mahomedabad, ...	13		...	...	...	...	992 15 1
		Rusra, ...	14		...	...	...	...	854 11 1
		Sydpore, ...	18		...	...	...	...	1,092 15 10
		Zamania, ..	16		...	...	...	...	1,095 15 10
		Bullya, ...	19		...	...	...	...	1,650 9 0
		Total, ...	100	...	...	...	...	...	7,156 10 7
	Goruckpore.	Bansgaon, ...	57	Different dates.	341 0 0	...	...	...	3,232 13 1
		Deorea, ...	45		283 0 0	...	...	...	3,278 3 0
		Hazoor Tahsil, ...	26		117 0 0	...	...	...	2,447 10 10
		Munsoorgunj, ...	25		97 0 0	...	...	...	2,977 14 11
		Pudrouna, ...	48		86 0 0	...	...	...	4,787 10 6
		Total, ...	201	...	924 0 0	...	...	...	17,324 4 4
	Jounpore.	Jounpore, ...	24	Different dates.	...	...	...	...	1,539 8 3
		Kirakut, ...	12		...	...	...	...	615 5 3
		Kothur, ...	23		...	...	...	...	1,326 9 6
		Muchhlishahr, ...	19		...	...	...	...	1,441 5 0
		Mundiahoon, ...	23		...	...	...	...	1,597 6 3
		Total, ...	101	...	...	..	...	...	6,520 2 3
	Mirzapore.	Chunar, ...	42	Different dates	897 0 0	...	...	...	3,416 3 6
		Hazoor Tehsil, ...	50		428 4 0	...	...	...	5,859 0 0
		Robertsgunj, ...	12		28 0 0	...	...	...	869 10 6
		Total, ...	104	...	1,353 4 0	...	...	...	10,144 14 0
		Grand Total, 3rd Circle.	1,207	Different dates.	5,404 15 0	83 0 0	...	617 6 3	1,05,064 7 3
									KUMAON CIRCLE, DEPARTMENT
	Gurhwal.	Srinagger, ...	41	1st Jan., 1863.	...	...	...	...	3,556 6 5
		Grand Total,	3,082	...	1,14,804 12 11	5,516 12 9	...	1,978 1 9	2,97,909 0 4

Office of Director Public Instruction,
North-Western Provinces:
Dated Bareilly, the 23rd July, 1868.

DIX E.

General Education, for the year 1867-68.—(Concluded.)

LOWER CLASS (HALQABANDI SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P	Rs. As. P.	
805 9 10	12 11 0	818 4 10	236 13 2	...	2 5 4	0 15 1	
1,282 8 9	21 5 0	1,303 13 9	699 7 11	...	2 9 3	0 14 3	
834 13 10	5 4 0	840 1 10	309 14 8	...	2 0 0	0 7 10	
1,039 7 4	62 0 0	1,101 7 4	...	38 6 3	2 8 7	0 7 11	
912 5 6	20 7 0	932 12 6	639 0 6	...	2 15 10	2 0 0	
800 9 10	12 14 0	813 7 10	364 4 1	...	2 10 0	1 0 2	
5,675 7 1	134 9 0	5,810 0 1	2,249 8 4	38 6 3	2 7 10	0 14 8	
1,207 0 6	109 7 8	1,316 8 2	152 15 7	...	10 4 11	0 0 5	
638 4 11	105 11 10	744 0 9	248 14 4	...	1 14 1	0 0 8	
644 1 10	95 4 7	739 6 5	115 4 8	...	2 6 3	0 0 10	
1,031 9 3	91 15 7	1,123 8 10	...	30 9 0	2 0 7	0 0 6	
1,065 6 1	130 4 2	1,195 10 3	...	99 10 5	2 11 4	0 0 7	
1,157 14 9	131 4 4	1,279 3 1	377 5 11	...	2 14 1	0 0 3	
5,734 5 4	664 0 2	6,398 5 6	888 8 6	130 3 5	2 8 2	0 0 7	
4,446 2 8	783 2 0	5,228 4 8	...	1,995 7 7	2 4 3	0 0 11	
3,120 1 6	493 2 8	3,613 4 2	264 14 10	...	1 11 6	0 0 2	
2,040 1 0	899 5 0	2,939 6 0	...	491 11 2	3 3 4	0 1 1	
1,322 5 6	966 15 3	2,289 4 8	688 10 2	...	1 14 3	0 0 2	
2,757 9 9	605 4 0	3,362 13 9	1,428 12 9	...	1 12 9	0 0 1	
13,686 4 5	3,746 12 11	17,433 1 4	2,378 5 9	2,487 2 3	2 1 2	0 0 5	
1,506 0 1	243 4 0	1,749 4 1	...	209 11 10	2 9 2	0 0 6	
706 9 8	184 7 3	891 0 11	...	275 11 8	3 4 11	0 3 2	
1,391 3 5	170 12 6	1,561 15 11	...	235 6 5	2 11 4	0 0 6	
1,145 12 1	208 9 0	1,354 5 1	86 15 11	...	2 7 3	0 0 6	
1,266 8 5	215 13 9	1,482 6 2	115 0 1	...	2 6 5	0 0 10	
6,016 1 8	1,022 14 6	7,039 0 2	202 0 0	720 13 11	2 9 11	0 0 10	
3,288 0 0	171 0 0	3,459 0 0	...	42 12 6	5 10 5	2 1 1	
3,116 0 0	195 0 0	3,311 0 0	2,548 0 0	...	2 5 7	1 14 10	
695 0 0	34 0 0	729 0 0	140 10 6	...	3 3 3	1 13 7	
7,099 0 0	400 0 0	7,499 0 0	2,688 10 6	42 12 6	3 5 6	1 15 4	
78,623 8 2	22,905 12 11	1,01,529 5 1	13,271 14 7	9,736 12 5	3 2 4	0 5 0	
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
3,283 9 0	272 13 5	3,556 6 5	...	...	4 4 0	2 0 10	
2,30,177 1 6	46,693 13 10	2,76,870 15 4	39,376 5 0	18,338 4 0	2 15 2	0 6 7	

M KEMPSON,
Director of Public Instruction,
North Western Provinces.

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.
1.	2	2a.	3.	4.	5.	6.	7.	8.	9.
						1st CIRCLE, DEPARTMENT			
Government Female Schools.	Allygurh.	Allygurh, ...	2	25th Sept., 1863,	40	...	...	40	28
		Hathras, ...	14	22nd Augt, 1863,	227	14	...	241	170
		Secundra Rao, ...	6	1st Decr, 1865, ...	144	...	...	144	114
		Iglas, ...	3	22nd Augt, 1865,	58	...	...	58	32
		Khyr, ...	3	16th June, 1865,	69	...	...	69	72
		Atrouli, ...	4	21st Feb., 1866,	89	...	..	89	61
		Total, ...	32	...	627	14		641	477
	Boolundshuhur.	Boolundshuhur, ...	1	1856, ...	25	...	...	25	16
		Anoopshuhur, ...	5	1863, ...	110	...	...	110	92
		Khurja, ...	2	1863, ...	24	...	..	24	21
		Total, ...	8	...	159	...	...	159	129
	Meerut.	Sirdhana, ...	6	1st Novr., 1864,...	114	2	...	116	111
		Baghput, ...	2	Ditto, ...	41	3	...	44	41
		Hapore, ...	5	Ditto, ...	73	...	...	73	70
		Total, ...	13	...	228	5	..	233	222
	Moozufferkuggur.	Shamli, ...	1	8th Sept., 1865,	...	14	...	14	13
		Burhana, ...	2	26th Sept., 1864,	19	12	...	31	25
		Total, ...	3	...	19	26	..	45	38
	Saharunpore.	Saharunpore, ...	4	Different dates.	...	62	...	62	65
		Roorkee, ...	1		...	15	...	15	18
		Deobund, ...	3		16	26	...	42	45
		Nakur, ...	3		...	43	...	43	45
		Total, ...	11	...	16	146	...	162	173
	Dehra Doon.	Dehra Doon, ...	2	7th May, 1864, ...	30	...	...	30	26
		Total, ...	2	...	30	..	...	30	26
	Bijnour.	Bijnour, ...	2	1st June, 1865, ...	...	45	...	45	47
		Chandpore, ...	1	Ditto, ...	...	19	...	19	22
		Total, ...	3	...	...	64	...	64	69
	Budaon.	Budaon, ...	1	20th Feby., 1866,	...	...	...	...	14
		Datagunj, ...	2	1st April, 1863,...	13	17	...	30	38
		Sahaswan, ...	2	1864 ...	7	15	...	22	24
		Gunnour, ...	2	8th April, 1864, ..	12	11	...	23	27
		Total, ...	7	...	32	43	...	75	103
	Bareilly.	Bareilly, ...	2	23rd March, 1868,	...	36	...	36	41
		Bisulpore, ...	1	11th Jany., 1865,	...	20	...	20	23
		Total, ...	3	...	...	56	...	56	64
	Moradabad.	Moradabad, ...	4	8th April, 1864, ..	...	40	...	40	61
		Bilari, ...	1	25th May, 1865,...	...	24	...	24	25
		Total, ...	5	...	...	64	...	64	86
	Shahjehanpore.	Shahjehanpore, ...	2	1st June, 1865, ...	17	7	...	24	30
		Tilhur, ...	1	1st Octr., 1865,...	33	...	...	33	53
		Jalalabad, ...	4	1st Jany., 1865, ...	97	...	...	97	117
		Powayan, ...	2	1st Janx., 1864, ...	37	...	...	37	57
		Khotar, ...	2	20th July, 1865,	56	...	...	56	76
		Total, ...	11	...	240	7	...	247	333
		Grand Total, ...	98	...	1,351	425	..	1,776	1,720

DIX E.

General Education for the year 1867-68.

LOWER CLASS (FEMALE SCHOOLS).

Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of School-ing Fees.	Receipts.		
	English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.
10.	11.	11*a*.	11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.
PUBLIC INSTRUCTION, N.-W. P.											
									Rs. As. P.		Rs. As. P.
25	...	...	...	...	...	30	...	...	84 0 0	...	...
164	...	...	...	2	...	226	...	...	915 4 3	...	...
117	...	...	...	...	...	133	...	...	496 9 1	...	...
39	...	...	...	...	...	41	...	...	199 1 1	...	...
64	...	...	...	...	...	59	...	...	236 2 6	...	...
63	...	...	...	...	...	69	...	...	240 0 0	...	...
469	...	...	...	2	...	558	...	...	2,171 0 11	...	...
13	...	...	...	...	...	15	...	...	48 0 0	...	...
87	...	...	...	...	...	110	...	...	395 2 4	...	...
18	...	...	...	...	...	14	...	...	115 0 0	...	...
118	...	...	...	...	...	139	...	...	558 2 4	...	...
77	...	...	...	...	...	116	...	...	505 8 0	...	...
28	...	...	...	...	...	34	...	...	153 0 0	...	...
49	...	...	...	...	...	63	...	...	349 4 0	...	...
154	...	...	...	...	...	213	...	...	1,067 12 0	...	...
14	...	...	...	14	...	...	...	...	68 0 0	...	...
22	...	...	...	12	...	9	...	...	109 14 8	...	...
36	...	...	...	26	...	9	...	...	177 14 8	...	...
49	...	...	...	52	...	...	...	...	221 5 2	...	8 14 1
20	...	...	...	15	...	...	...	...	78 13 1	...	1 10 6
38	...	...	...	26	...	16	...	...	154 5 4	...	5 13 5
58	...	...	...	43	...	...	...	...	217 8 6	...	4 12 9
165	...	...	...	136	...	16	...	...	672 0 1	...	21 2 9
22	...	...	...	...	...	30	...	...	126 0 0	...	6 0 0
22	...	...	...	...	...	30	...	...	126 0 0	...	6 0 0
35	...	15	...	35	...	...	...	...	120 0 0	...	...
18	...	8	...	18	...	...	...	...	72 0 0	...	...
53	...	23	...	53	...	...	...	...	192 0 0	...	...
12	...	...	...	...	...	...	...	...	30 7 8	...	...
35	...	...	...	27	...	13	...	...	95 9 10	...	...
21	...	...	...	26	...	...	...	...	101 9 3	...	...
24	...	...	...	14	...	17	...	...	106 7 2	...	...
92	...	...	...	67	...	30	...	...	334 1 11	...	...
48	...	...	...	46	...	...	...	...	365 0 0	...	...
26	...	...	...	24	...	...	...	...	136 14 0	...	...
74	...	...	...	70	...	...	...	...	501 14 0	...	...
61	...	...	...	58	...	...	...	...	300 12 0	...	...
10	...	...	...	13	...	...	...	...	64 0 0	...	...
71	...	...	...	71	...	...	...	...	364 12 0	...	...
19	...	...	...	7	...	17	...	...	123 8 0	...	12 0 0
14	...	...	...	...	...	23	...	...	48 0 0	...	76 8 3
87	...	...	...	...	...	97	...	...	105 8 0	...	141 0 0
89	...	...	...	...	...	87	...	...	241 0 0	...	56 0 0
33	...	...	...	...	...	56	...	...	161 8 0	...	...
242	...	...	...	7	...	230	...	...	679 8 0	...	285 8 3
1,496	...	23	...	432	...	1,225	...	...	6,845 1 11	...	312 11 0

APPEN

TABLE No. 3B—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established	Receipts.—(*Con* Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
1.	2.	2a.	3.	4.	16.	17.	18.	19.
					1st CIRCLE, DEPARTMENT			
					Rs. As. P.			
Government Female Schools.	Allygurh.	Allygurh, ...	2	25th Sept., 1863,	...	...	...	...
		Hathras, ...	14	22nd Augt., 1863,	...	...	...	...
		Sikundra Rao, ...	6	1st Decr., 1865, ..	...	...	...	...
		Iglas, ...	3	22nd Augt., 1865,	...	...	...	...
		Khyr, ...	3	16th June, 1865,	...	...	...	...
		Atrowli, ...	4	21st Feb., 1866, ...	...	...	...	...
		Total, ...	32	..	...	...	...	...
	Boolundshahr.	Boolundshahr, ...	1	1856, ...	...	...	...	...
		Anoopshahr, ...	5	1863, ...	...	...	...	...
		Khurja, ...	2	1863, ...	...	...	...	...
		Total, ...	8	...	...	...	...	...
	Meerut.	Sirdhana, ...	6	1st Novr., 1864,...	108 11 3	...	...	...
		Bâghput, ...	2	Ditto, ...	18 11 2	...	...	...
		Hapore, ...	5	Ditto, ...	43 13 2	...	...	...
		Total. ...	13	...	171 3 7	...	...	...
	Moozuffer-nugger	Shamli, ...	1	8th Sept., 1865, ..	...	...	...	...
		Burhana, ...	2	26th Sept., 1864,	...	...	...	...
		Total, ...	3	...	...	...	...	...
	Saharun-pore.	Saharunpore, ...	4	Different dates,	...	...	...	...
		Roorkee, ...	1		...	...	...	...
		Deobund, ...	3		...	...	...	...
		Nakur, ...	3		...	...	...	...
		Total, ...	11	...	...	...	...	...
	Dehra Dhoon.	Dehra Dhoon, ...	2	7th May, 1864, ...	...	...	...	...
		Total, ...	2	...	...	...	...	...
	Bijnour.	Bijnour, ...	2	1st June, 1865, ...	...	...	...	...
		Chandpore, ...	1	Ditto, ...	...	...	...	...
		Total, ...	3	...	...	...	...	...
	Budaon.	Budaon, ...	1	20th Feb., 1866,...	...	...	...	...
		Datagunj, ...	2	1st April, 1863,...	35 1 7	...	...	...
		Sahaswan, ...	2	Ditto, 1864 ...	...	...	...	...
		Gunour, ...	2	8th April, 1864,...	...	...	...	...
		Total, ...	7	...	35 1 7	...	...	...
	Bareilly.	Bareilly, ...	2	23rd March, 1868,	...	...	...	...
		Bisulpore, ...	1	11th Jan., 1865,...	...	...	...	...
		Total, ...	3	...	...	...	...	...
	Moradabad.	Moradabad, ...	4	8th April, 1864, ..	29 4 0	...	...	...
		Bilari, ...	1	25th May, 1865, ..	3 13 4	...	...	...
		Total, ...	5	...	33 1 4	...	...	...
	Shahjehanpore.	Shahjehanpore, ...	2	1st June, 1865, ...	...	...	...	...
		Tilhur, ...	1	1st Octr., 1865,...	...	...	...	...
		Jalalabad, ...	4	1st Jan., 1865, ...	...	...	...	...
		Powayan, ...	2	1st Jan., 1864, ...	...	...	...	...
		Khotar, ...	2	20th July, 1865,...	...	...	...	...
		Total, ...	11	...	...	...	..	...
		Grand Total, ...	98	...	239 6 6	...	...	...

DIX E.

General Education for the year 1867-68.—(Continued.)

LOWER CLASS (FEMALE SCHOOLS)

cluded)	Charges.				Excess of receipts over charges	Excess of charges over receipts.	Annual Cost of Educating each Pupil.		Remarks.
Total.	Current.	Extraordinary.	Total.				Total Cost.	Cost to Government.	
20.	21.	22.	23.		24	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W P.									
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.		Rs	Rs.	Rs. As. P.	Rs As. P.	
84 0 0	84 0 0	...	84 0 0		...	...	3 0 0	3 0 0	
915 4 3	915 4 3	...	915 4 3		...	...	5 6 1	5 6 1	
496 9 1	496 9 1	...	496 9 1		...	...	4 5 8	4 5 8	
199 1 1	199 1 1	...	199 1 1		...	..	6 3 6	6 3 6	
236 2 6	236 2 6	...	236 2 6		...	...	3 4 5	3 4 5	
240 0 0	240 0 0	...	240 0 0		...	...	3 14 3	3 14 3	
2,171 0 11	2,171 0 11	...	2,171 0 11		...	...	4 8 9	4 8 9	
48 0 0	48 0 0	...	48 0 0		...	...	3 0 0	3 0 0	
395 2 4	385 2 4	10 0 0	395 2 4		...	...	4 4 8	4 4 8	
115 0 0	115 0 0	...	115 0 0		...	...	5 7 7	5 7 7	
558 2 4	548 2 4	10 0 0	558 2 4		..	...	4 5 2	4 5 2	
674 3 3	666 3 3	8 0 0	674 3 3		...	...	6 1 2	5 1 6	
171 11 2	167 11 2	4 0 0	171 11 2		...	...	4 3 0	3 11 8	
393 1 2	389 15 2	3 2 0	393 1 2		...	...	5 9 10	4 15 9	
1,238 15 7	1,223 13 7	15 2 0	1,238 15 7		...	...	5 9 3	4 12 11	
68 0 0	64 0 0	4 0 0	68 0 0		...	...	5 3 7	5 3 7	
109 14 8	109 14 8	...	109 14 8		...	...	4 6 4	4 6 4	
177 14 8	173 14 8	4 0 0	177 14 8		...	.	4 10 10	4 10 10	
230 3 3	204 12 3	25 7 0	230 3 3		...	...	3 8 7	3 6 5	
80 7 7	80 7 7	...	80 7 7		...	...	4 7 6	4 6 0	
160 2 9	147 10 9	12 8 0	160 2 9		...	...	3 8 11	3 6 10	
222 5 3	222 5 3	...	222 5 3		...	...	4 15 0	4 13 4	
693 2 10	655 3 10	37 15 0	693 2 10		...	...	4 0 1	3 14 1	
132 0 0	120 0 0	12 0 0	132 0 0		...	...	5 1 2	4 13 6	
132 0 0	120 0 0	12 0 0	132 0 0		...	...	5 1 2	4 13 6	
120 0 0	96 0 0	24 0 0	120 0 0		...	...	2 8 10	2 8 10	
72 0 0	60 0 0	12 0 0	72 0 0		...	...	3 4 4	3 4 4	
192 0 0	156 0 0	36 0 0	192 0 0		...	...	2 12 6	2 12 6	
30 7 8	27 1 6	3 6 2	30 7 8		...	...	2 2 10	2 2 10	
130 11 5	130 11 5	...	130 11 5		...	...	3 8 1	2 8 3	
101 9 3	101 9 3	...	101 9 3		...	...	4 3 8	4 3 8	
106 7 2	106 7 2	...	106 7 2		...	...	3 15 1	3 15 1	
369 3 6	365 13 4	3 6 2	369 3 6		...	...	3 8 4	3 3 9	
365 0 0	324 0 0	41 0 0	365 0 0		...	...	8 14 5	8 14 5	
136 14 0	96 0 0	40 14 0	136 14 0		...	...	5 15 2	5 15 2	
501 14 0	420 0 0	81 14 0	501 14 0		...	...	7 13 5	7 13 5	
330 0 0	287 0 0	43 0 0	330 0 0		...	...	5 6 6	4 11 2	
67 13 4	62 1 4	5 12 0	67 13 4		...	...	2 11 5	2 8 11	
397 13 4	349 1 4	48 12 0	397 13 4		...	...	4 10 0	4 3 10	
135 8 0	135 8 0	...	135 8 0		...	...	4 8 3	4 1 10	
124 8 3	120 8 3	4 0 0	124 8 3		...	...	2 5 7	0 14 5	
246 8 0	241 0 0	5 8 0	246 8 0		...	...	2 1 8	0 14 5	
297 0 0	290 0 0	7 0 0	297 0 0		...	...	5 3 4	4 3 7	
161 8 0	161 8 0	...	161 8 0		...	...	2 2 0	2 2 0	
965 0 3	948 8 3	16 8 0	965 0 3		...	...	2 14 4	2 0 7	
7,397 3 5	7,131 10 3	265 9 2	7,397 3 5		...	...	4 4 9	3 15 8	

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans	Others.	Total.	Average number of pupils on the rolls monthly.
1.	2.	2a.	3.	4.	5	6	7.	8.	9.
						2ND CIRCLE, DEPARTMENT			
Government Female Schools.	Agra.	Hazoor Tahsil, ...	21	Different dates.	259	50	15	315	418·25
		Eradutnuggur, ...	2		29	...	...	29	31 00
		Futtehabad, ...	10		184	...	...	184	196·50
		Etmadpore, ...	6		106	...	...	106	142 75
		Ferozabad, ...	9		136	2	...	138	148·25
		Bah, ...	10		172	...	...	172	186·00
		Kheragurh, ...	5		95	...	...	95	104·75
		Futtehpore Sikri ...	7		127	2	...	129	128 00
		Furreh, ...	12		237	1	...	238	242 25
		Total, ...	82	...	1,336	55	15	1,406	1,597·75
	Cawnpore.	Jajmhow, ...	4	Different dates.	59	...	...	59	59·07
		Sarh Salempore, ...	...		...	...	...	...	10·15
		Bilhour, ...	3		48	...	...	48	47·34
		Sheorajpore, ...	3		64	...	...	64	65·31
		Rasoolabad, ...	2		27	2	...	29	28·73
		Akberpore, ...	1		15	...	...	15	26·25
		Derapore, ...	4		62	1	...	63	51·24
		Total, ...	17	...	275	3	...	278	288·09
	Etah.	Etah, ...	3	Different dates.	53	...	...	53	61·00
		Allygunj, ...	5		100	...	...	100	85·32
		Kasgunj, ...	3		78	1	...	79	68 06
		Total, ...	11	...	231	...	...	232	214·38
	Etawah.	Etawah, ...	3	Different dates	45	...	...	45	49·00
		Dalailnuggur, ...	3		47	...	...	47	43·62
		Total, ...	6	...	92	...	...	92	92·62
	Fuerruck-abad.	Hazoor Tahsil, ...	5	Different dates	49	71	...	120	130 62
		Tirwa, ...	1		...	13	...	13	17·52
		Kaimgunj, ...	1		...	16	...	16	22·17
		Total, ...	7	...	49	100	...	149	170 31
	Hameer-pore.	Mondha, ...	5	Different dates.	...	110	...	110	100·10
		Total, ...	5	...	...	110	...	110	100·10
	Jaloun.	Jaloun, ...	1	Different dates	17	...	...	17	16·00
		Madhogurh, ...	1		18	...	...	18	18 50
		Konch, ...	1		...	25	...	25	22·25
		Orale, ...	1		...	20	...	20	19·00
		Ottah, ...	1		17	...	...	17	16·50
		Total, ...	5	...	52	45	...	97	92 25
	Muttra.	Areeng, ...	1	Different dates.	28	...	...	28	27·17
		Chatta, ...	1		28	...	...	28	28 50
		Maât, ...	1		19	...	...	19	19 50
		Mahabun, ...	...		...	...	...	...	15 00
		Sadabad, ...	5		93	...	...	93	94·68
		Jalalsur, ...	3		59	...	...	59	58 92
		Total, ...	11	...	227	...	...	227	242 77

DIX E.

General Education for the year 1867-68.

LOWER CLASS (FEMALE SCHOOLS.)

Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of School-ing Fees.	Receipts.		
	English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Govern-ment.	Proceeds of En-dowment.	Local rate of Assessment.
10.	11.	11*a*.	11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.
PUBLIC INSTRUCTION, N.-W. P.									Rs. As. P.		Rs. As. P.
298·75	...	...	...	...	...	315	...	...	1,486 9 8	...	...
18·95	...	...	...	...	...	29	...	...	77 8 0	...	...
160 78	...	...	...	...	...	184	...	...	636 5 4	...	...
117·15	...	...	...	...	...	106	...	...	452 8 5	...	...
114·79	...	...	...	...	...	138	...	...	530 13 2	...	...
144·89	...	...	...	...	...	172	...	...	551 7 0	...	...
80·79	...	...	...	...	...	95	...	...	72 13 8	...	...
106 44	...	...	...	...	...	129	...	...	510 7 3	...	...
188·68	...	...	...	...	...	238	...	...	806 0 0	...	...
1,231·22	...	...	...	...	...	1,406	...	...	5,124 8 6	...	...
43·06	...	...	...	...	...	59	...	...	234 13 5	...	...
6 86	...	...	...	...	...	...	...	...	41 1 7	...	...
31·49	...	...	...	...	...	48	...	...	174 8 0	...	...
51·76	...	...	...	...	...	64	...	...	199 10 3	...	...
22·89	...	...	...	...	...	29	...	...	120 0 0	...	...
18·05	...	...	...	...	...	15	...	...	107 3 10	...	...
36 94	...	...	...	...	...	63	...	...	228 1 6	...	...
211·05	...	...	...	...	...	278	...	...	1,095 6 7	...	...
47·99	...	...	...	...	...	53	...	...	339 8 0	...	...
76·79	...	...	...	...	...	100	...	...	307 1 2	...	...
62 28	...	...	...	...	...	79	...	...	212 0 0	...	...
187·06	...	...	...	...	...	232	...	...	858 9 2	...	...
45·84	...	...	...	...	...	45	...	...	229 7 11	...	...
36 04	...	...	...	...	...	47	...	...	176 0 0	...	...
81·88	...	...	...	...	...	92	...	...	405 7 11	...	...
102 71	...	...	...	33	...	87	...	...	608 13 11	...	...
13·83	...	5	...	10	...	...	...	...	93 2 7	...	...
19	...	...	...	16	...	...	...	...	107 2 8	...	...
135·54	...	5	...	59	...	87	...	...	809 3 2	...	...
83·21	...	...	...	110	...	...	...	...	2 4 6	...	...
83·21	...	...	...	110	...	...	...	...	2 4 6	...	...
15·06	...	...	...	...	17	...	...	...	10 14 7	...	10 14 7
17·46	...	...	...	...	18	...	...	...	15 14 3	...	15 14 3
19·52	...	...	...	25	...	...	...	...	64 0 7	...	64 0 7
17·53	...	...	...	20	...	...	...	...	31 14 6	...	31 14 6
14 23	...	...	...	...	17	...	...	...	35 0 0	...	35 0 0
83·80	...	...	...	45	52	...	...	...	157 11 11	...	157 11 11
23·24	...	...	...	...	...	28	...	...	90 8 0	...	...
27·99	...	...	...	...	...	28	...	...	88 6 6	...	...
16·80	...	...	...	...	...	19	...	...	90 0 0	...	...
9·72	...	...	...	...	...	...	...	...	35 0 0	...	...
68·85	...	...	...	...	...	93	...	...	403 4 6	...	...
51·62	...	...	...	...	...	59	...	...	234 12 0	...	...
198·22	...	...	...	...	...	227	...	...	941 15 0	...	...

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Receipts.—(*Concld.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
1.	2.	2a.	3.	4.	16.	17.	18.	19.
					2ND CIRCLE, DEPARTMENT			
					Rs. As. P.			Rs. As. P.
Government Female Schools.	Agra.	Hazoor Tahsil, ...	21	Different dates.	331 5 9	...	...	...
		Eradutnuggur, ...	2		49 8 0	...	..	...
		Futtehabad, ...	10		81 8 0	...	...	...
		Etmadpore, ...	6		123 9 7	...	...	...
		Ferozabad, ...	9		88 0 0	...	...	...
		Bah, ...	10		52 8 0	...	...	...
		Kheragurh, ...	5		278 9 9	...	...	...
		Futtehpore Sikri, ...	7		50 0 11	...	...	...
		Furreh, ...	12		237 5 7	...	...	...
		Total, ...	82	...	1,292 7 7	...	...	...
	Cawnpore.	Jajmhow, ...	4	Different dates	...	...	...	...
		Sarh Salempore, ...	...		...	...	...	...
		Bilhour, ...	3		27 5 4	...	...	...
		Sheorajpore, ...	3		11 6 2	...	...	...
		Rasoolabad, ...	2		...	...	...	1 0 0
		Akberpore, ...	1		...	...	...	...
		Derapore, ...	4		...	...	...	...
		Total, ...	17	...	38 11 5	...	...	1 0 0
	Etah.	Etah, ...	3	Different dates.	8 0 0	...	...	...
		Allygunj, ...	5		10 0 0	...	...	...
		Kasgunj, ...	3		...	...	...	...
		Total, ...	11	...	18 0 0	...	...	...
	Etawah.	Etawah, ...	3	Different dates.	...	...	...	...
		Dalailnuggur, ...	3		56 0 0	...	...	...
		Total, ...	6	...	56 0 0	...	...	...
	Furruckabad.	Hazoor Tahsil, ...	5	Different dates.	...	...	...	...
		Tirwa, ...	1		...	...	...	...
		Kaimgunj, ...	1		...	...	...	3 0 0
		Total, ...	7	...	...	.	...	3 0 0
	Hameerpore.	Mondha, ...	5	Different dates.	95 15 3	...	...	...
		Total, ...	5	...	95 15 3	...	...	...
	Jaloun.	Jaloun, ...	1	Different dates.	...	...	...	...
		Madhogurh, ...	1		...	...	...	...
		Konch, ...	1		...	...	...	...
		Oraie, ...	1		...	...	...	...
		Ottah, ...	1		...	...	...	...
		Total, ...	5	...	...	...	...	...
	Muttra.	Areong, ...	1	Different dates.	...	...	...	...
		Chatta, ...	1		...	...	...	...
		Maât, ...	1		...	...	...	...
		Mahabun, ...	...		...	...	...	...
		Sadabad, ...	5		...	...	...	...
		Jalalsur, ...	3		...	...	...	...
		Total, ...	11	...	...	...	...	...

DIX E.

General Educations for the year 1867-68.—*(Continued.)*

LOWER CLASS (FEMALE SCHOOLS.)

Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of receipts over charges.	Excess of charges over receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
20.	21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P. (*Conted.*)								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P	
1,817 15 5	1,792 15 5	25 0 0	1,817 15 5	...	...	4 5 7	3 8 10	
127 0 0	127 0 0	...	127 0 0	...	...	4 1 7	2 8 0	
727 13 4	714 5 4	8 8 0	717 13 4	...	...	3 10 5	3 3 10	
576 2 0	576 2 0	...	576 2 0	...	...	4 0 7	3 2 9	
618 13 2	618 13 2	...	618 13 2	...	...	4 2 9	3 9 3	
603 15 0	601 15 0	2 0 0	603 15 0	...	...	3 3 11	2 15 5	
351 7 5	351 7 5	...	351 7 5	...	...	3 5 8	0 11 2	
560 8 2	536 8 2	24 0 0	560 8 2	...	...	4 6 1	3 15 9	
1,043 5 7	1,031 5 7	12 0 0	1,043 5 7	...	...	4 4 11	3 5 3	
6,417 0 1	6,350 8 1	66 8 0	6,417 0 1	...	...	4 0 3	3 3 3	
234 13 5	231 13 5	3 0 0	234 13 5	...	...	3 15 8	3 15 8	
41 1 7	41 1 7	...	41 1 7	...	...	4 0 9	4 0 9	
201 13 4	173 0 0	28 13 4	201 13 4	...	...	4 4 3	3 11 0	
211 0 5	195 0 0	16 0 5	211 0 5	...	...	3 3 8	3 0 11	
121 0 0	120 0 0	1 0 0	121 0 0		...	4 3 5	4 2 10	
107 3 10	106 9 10	0 10 0	107 3 10	...	...	4 1 4	4 1 4	
218 1 6	215 0 0	3 1 6	218 1 6	...	...	4 4 1	4 3 6	
1,135 2 1	1,082 8 10	52 9 3	1,135 2 1	...	.	3 15 1	3 12 10	
347 8 0	212 0 0	135 8 0	347 8 0	...	...	5 11 2	5 9 1	
317 1 2	307 1 2	10 0 0	317 1 2	...	...	3 11 6	3 9 7	
212 0 0	202 0 0	10 0 0	212 0 0	...	...	3 1 10	3 1 10	
876 9 2	721 1 2	155 8 0	876 9 2	...	...	4 1 5	4 0 1	
229 7 11	202 15 11	26 8 0	229 7 11	...	...	4 10 11	4 10 11	
232 0 0	212 0 0	20 0 0	232 0 0	...	...	5 5 1	4 0 7	
461 7 11	414 15 11	46 8 0	461 7 11	..	...	4 15 9	4 6 1	
608 13 11	606 13 11	2 0 0	608 13 11	...	...	4 10 7	4 10 7	
93 2 7	93 2 7	...	98 2 7	...	...	5 5 1	5 5 1	
110 2 8	106 2 8	4 0 0	110 2 8	...	...	4 15 6	4 13 4	
812 3 2	806 3 2	6 0 0	812 3 2	...	...	4 12 4	4 12 0	
93 8 9	95 15 3	2 4 6	98 3 9	...	...	0 15 9	0 0 4	
93 8 9	95 15 3	2 4 6	98 3 9	...	...	0 15 9	0 0 4	
21 13 2	20 0 0	1 13 2	21 13 2	...	...	1 5 10	0 10 11	
31 12 6	30 0 0	1 12 6	31 12 6	...	...	1 11 6	0 13 9	
128 1 2	72 0 0	56 1 2	128 1 2	...	...	5 12 1	2 14 1	
63 13 0	60 0 0	3 13 0	63 13 0	...	...	3 5 9	1 10 10	
70 0 0	66 0 0	4 0 0	70 0 0	...	...	4 3 10	2 1 11	
315 7 10	248 0 0	67 7 10	315 7 10	...	...	3 6 8	1 11 4	
90 8 0	88 0 0	2 8 0	90 8 0	...	...	3 5 4	3 5 4	
88 6 6	84 0 0	4 6 6	88 6 6	...	...	3 4 8	3 1 8	
90 0 0	90 0 0	...	90 0 0	...	...	4 9 10	4 9 10	
35 0 0	35 0 0	...	35 0 0	...	...	2 5 4	2 5 4	
403 4 6	401 0 0	2 4 6	403 4 6	...	...	4 4 2	4 4 2	
234 12 0	234 0 0	0 12 0	234 12 0	...	...	3 15 8	3 15 8	
941 15 0	932 0 0	9 15 0	941 15 0	...	...	3 14 1	3 14 1	

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TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils on the rolls monthly.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.
						2nd CIRCLE, DEPARTMENT			
Government Female Schools.	Mynpoorie.	Mynpoorie, ...	4	Different dates.	93	...	...	93	132·33
		Kurhul, ...	3		56	...	...	56	72
		Bhowgaon, ...	19		367	11	...	378	410·67
		Mustafabad, ...	14		275	...	...	275	285·33
		Shekoabad, ...	4		67	...	...	67	68·33
		Total, ...	44	...	858	11	...	869	959·66
		Grand Total, ...	188	...	3,120	325	15	3,460	3,757·98
						3rd CIRCLE, DEPARTMENT			
	Allahabad.	Chail, ...	2	Different dates.	...	30	...	30	28·75
		Phoolpore, ...	4		...	50	...	50	58·50
		Handia, ...	2		...	25	...	25	27·25
		Kurchana, ...	1		...	30	...	30	30
		Total, ...	9	...	...	135	...	135	142·50
	Azimgurh.	Deogaon, ...	2	Different dates.	14	4	...	18	18 50
		Hazoor Tahsil, ...	2		9	12	...	21	22·50
		Mahomedabad, ...	4		31	17	...	48	45·50
		Jeanpore, ...	1		8	5	...	13	12·50
		Nugra, ...	1		10	2	...	12	10
		Total, ...	10	...	72	40	...	112	109
	Banda.	Augasi, ...	1	Different dates.	...	11	...	11	11·50
		Banda, ...	4		...	41	...	41	35·69
		Sehonda, ...	1		...	10	...	10	13 90
		Tiruhooan, ...	2		...	19	...	19	20·57
		Total, ...	8	...	...	81	...	81	81 66
	Benares.	Chundowlee, ...	2	Different dates.	24	...	...	24	24
		Hazoor Tahsil, ...	7		143	1	...	144	140 01
		Total, ...	9	...	167	1	...	168	164·01
	Busti.	Busti, ...	2	Different dates.	29	...	...	29	68 84
		Bansi, ...	2		25	5	...	30	16·65
		Khulelabad, ...	1		29	...	...	29	19 34
		Domeriagunj, ...	1		15	...	...	15	28·21
		Total, ...	6	...	98	5	...	103	133·04
	Futtehpore.	Hazoor Tahsil, ...	2	Different dates.	18	...	...	18	18
		Khaga, ...	3		8	32	...	40	40·75
		Khukreroo, ...	1		8	...	...	8	9
		Kulianpore, ...	2		15	10	...	25	25
		Kora, ...	2		32	...	...	32	27 75
		Total, ...	10	...	81	42	...	123	120·50

DIX E.

General Education for the year 1867-68.

LOWER CLASS (FEMALE SCHOOLS.)

Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
	English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowment.	Local rate of Assessment.
10.	11.	11*a*.	11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.
PUBLIC INSTRUCTION, N.-W.P.											
122·45	...	...	...	...	...	93	...	...	344 10 7	...	...
62·30	...	...	...	...	...	56	...	...	204 4 3	...	...
38·22	...	...	...	...	...	378	...	...	1,360 8 4	...	...
285·22	...	...	...	...	...	275	...	...	871 0 1	...	...
67·11	...	...	...	...	...	67	...	...	301 15 0	...	...
921·30	...	...	...	...	...	869	...	...	3,082 6 3	...	...
3,133·28	...	5	...	214	52	3,191	...	...	12,477 9 0	...	157 11 11
PUBLIC INSTRUCTION, N.-W. P.											
23·24	...	...	...	30	...	...	...	...	115 0 0	...	...
49·90	...	...	...	50	...	...	...	...	232 0 0	...	...
23·23	...	...	...	25	...	...	...	...	121 0 0	...	...
27·55	...	...	...	30	...	...	...	...	8 12 8	...	...
124·92	...	...	...	135	...	...	...	...	476 12 8	...	...
17·48	...	...	2	6	...	15	...	...	115 0 0	...	...
21·72	...	...	4	8	...	11	...	...	110 0 0	...	...
43·88	...	...	2	10	...	48	...	...	240 0 0	...	...
11·78	...	...	...	...	...	13	...	...	60 0 0	...	...
9·26	...	...	...	...	...	12	...	...	60 0 0	...	...
104·12	...	...	8	24	...	99	...	...	585 0 0	...	...
8·11	...	...	...	11	...	...	...	...	60 0 0	...	...
29 43	...	...	...	41	..	...	...	...	193 12 5	...	...
8·02	...	...	...	10	...	...	...	...	55 0 0	...	...
15·15	...	...	...	19	...	...	...	...	120 0 0	...	...
59·71	...	...	...	81	...	...	...	...	428 12 5	...	...
23 59	...	...	...	...	...	24	...	...	100 0 0	...	16 0 0
110·92	...	...	...	...	...	120	24	...	580 0 0	...	102 0 0
134·51	...	...	...	...	...	144	24	...	680 0 0	...	118 0 0
22·20	...	...	...	...	...	29	...	...	232 0 0	...	...
21·78	...	...	...	16	...	14	...	...	108 0 0	...	...
16·89	...	...	...	...	...	29	...	...	60 0 0	...	...
11·62	...	...	...	...	...	15	...	...	60 0 0	...	...
72·49	...	...	...	16	...	87	...	...	460 0 0	...	...
14·28	..	...	...	...	...	18	...	...	104 0 0	...	...
34·54	...	...	...	27	...	25	...	...	180 0 0	...	...
5·77	...	...	...	...	...	8	...	...	27 0 0	...	...
17·30	...	...	...	...	...	25	...	...	110 0 0	...	...
25·10	...	...	...	...	...	32	...	...	88 0 0	...	...
96·99	...	...	...	27	...	108	...	...	509 0 0	...	...

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Receipts.—(*Con* Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.
1.	2.	2a.	3.	4.	16.	17.	18.	19.
					2ND CIRCLE, DEPARTMENT			
					Rs. As. P.			Rs. A. P.
Government Female Schools.	Mynpoorie.	Mynpoorie, ...	4	Different dates.	11 3 1	...	...	...
		Kurhul, ...	3		11 3 1	...	...	...
		Bhowgaon, ...	19		47 3 1	...	...	...
		Mustafabad, ...	14		90 4 0	...	...	...
		Shekoabad, ...	4		11 3 2	...	...	...
		Total, ...	44	...	171 0 5	...	...	...
		Grand Total, ...	188	...	1,672 2 9	...	...	4 0 0
					3RD CIRCLE, DEPARTMENT			
	Allahabad.	Chail, ...	2	Different dates.	...	...	...	40 0 0
		Phoolpore, ...	4		...	...	...	...
		Handia, ...	2		...	...	...	...
		Kurchana, ...	1		...	...	...	...
		Total, ...	9	...	...	...	...	40 0 0
	Azimgurh.	Deogaon, ...	2	Different dates.	10 0 0	...	...	...
		Hazoor Tahsil, ...	2		18 14 0	...	...	...
		Mahomedabad, ...	4		12 0 0	...	...	...
		Jeanpore, ...	1		6 0 0	...	...	...
		Nugra, ...	1		3 0 0	...	...	...
		Total, ...	10	...	49 14 0	...	...	...
	Banda.	Augasi, ...	1	Different dates.	6 0 0	...	...	...
		Banda, ...	4		20 0 0	...	...	...
		Sehonda, ...	1		6 0 0	...	...	...
		Tiruhooan, ...	2		12 0 0	...	...	...
		Total, ...	8	...	44 0 0	...	...	...
	Benares.	Chundowlee, ...	2	Different dates.	...	...	...	...
		Hazoor Tahsil, ...	7		72 0 0	...	...	...
		Total, ...	9	...	72 0 0	...	...	...
	Busti.	Busti, ...	2	Different dates.	...	...	...	...
		Bansi, ...	2		...	...	...	...
		Khulelabad, ...	1		...	...	...	...
		Domeriagunj, ...	1		...	...	...	...
		Total, ...	6	...	...	...	...	...
	Futtehpore.	Hazoor Tahsil, ...	2	Different dates.	...	...	...	...
		Khaga, ...	3		...	...	...	...
		Khukreroo, ...	1		...	...	...	...
		Kulianpore, ...	2		...	...	...	...
		Kora, ...	2		...	...	...	...
		Total, ...	10	...	...	...	...	...

DIX E.

General Education for the year 1867-68.—(Continued.)

LOWER CLASS (FEMALE SCHOOLS).

cluded.)	Charges.					Annual Cost of Educating each Pupil.		
Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total Cost.	Cost to Government.	Remarks.
20.	21.	22.	23.	24	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.								
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
355 13 8	319 10 10	36 2 10	355 13 8	...	...	2 14 1	2 12 8	
215 7 4	197 8 9	17 14 7	215 7 4	...	...	2 15 11	2 13 5	
1,407 11 5	1,293 4 10	114 6 7	1,407 11 5	...	...	3 6 10	3 5 0	
961 4 1	870 14 0	90 6 1	961 4 1	...	...	3 5 11	3 0 10	
313 2 2	285 3 11	27 14 3	313 2 2	...	...	4 9 4	4 6 8	
3,253 6 8	2,966 10 4	286 12 4	3,253 6 8	...	...	3 6 3	3 3 5	
14,311 7 8	13,617 14 9	693 8 11	14,311 7 8	...	...	3 12 11	3 5 1	
PUBLIC INSTRUCTION, N.-W. P.								
155 0 0	115 0 0	40 0 0	155 0 0	...	...	6 10 9	4 15 2	
232 0 0	228 0 0	4 0 0	232 0 0	...	...	4 10 4	4 10 4	
121 0 0	120 0 0	1 0 0	121 0 0	...	...	4 15 11	4 15 11	
8 12 8	8 12 8	...	8 12 8	...	...	0 5 1	0 5 1	
516 12 8	471 12 8	45 0 0	516 12 8	...	...	4 2 1	3 13 0	
125 0 0	122 0 0	3 0 0	125 0 0	...	...	7 2 5	6 9 4	
128 14 0	128 14 0	...	128 14 0	...	...	3 15 2	3 1 1	
252 0 0	240 0 0	12 0 0	252 0 0	...	...	5 11 11	5 7 6	
66 0 0	66 0 0	...	66 0 0	...	...	5 9 6	5 1 6	
63 0 0	60 0 0	3 0 0	63 0 0	...	...	6 12 10	6 7 8	
634 14 0	616 14 0	18 0 0	634 14 0	...	...	6 1 7	5 9 1	
66 0 0	60 0 0	6 0 0	66 0 0	...	...	6 0 0	5 7 3	
213 12 5	193 12 5	20 0 0	213 12 5	...	...	5 3 5	4 11 7	
61 0 0	55 0 0	6 0 0	61 0 0	...	...	6 1 7	5 8 0	
132 0 0	120 0 0	12 0 0	132 0 0	...	...	6 15 3	6 5 0	
472 12 5	428 12 5	44 0 0	472 12 5	...	...	5 18 5	5 4 8	
116 0 0	100 0 0	16 0 0	116 0 0	...	...	4 14 8	4 3 1	
754 0 0	545 0 0	209 0 0	754 0 0	...	...	6 12 1	5 3 0	
870 0 0	645 0 0	225 0 0	870 0 0	...	...	6 7 6	5 0 11	
232 0 0	232 0 0	...	232 0 0	...	...	8 0 0	8 0 0	
108 0 0	108 0 0	...	108 0 0	...	...	3 9 7	3 9 7	
60 0 0	60 0 0	...	60 0 0	...	...	2 1 1	2 1 1	
60 0 0	60 0 0	...	60 0 0	...	...	4 0 0	4 0 0	
460 0 0	460 0 0	...	460 0 0	...	...	4 7 5	4 7 5	
104 0 0	104 0 0	...	104 0 0	...	...	5 12 5	5 12 5	
180 0 0	180 0 0	...	180 0 0	...	...	4 8 0	4 8 0	
27 0 0	27 0 0	...	27 0 0	...	...	3 6 0	3 6 0	
110 0 0	110 0 0	...	110 0 0	...	...	4 6 4	4 6 4	
88 0 0	88 0 0	...	88 0 0	...	...	2 12 0	2 12 0	
509 0 0	509 0 0	...	509 0 0	...	...	5 4 2	5 4 2	

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans	Others.	Total.	Average number of pupils on the rolls monthly.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.
					3RD CIRCLE, DEPARTMENT				
Government Female Schools.	Mirzapore.	Chunar, ...	6	Different dates.	105	...	...	105	104 01
		Hazoor Tahsil, ...	5		95	11	...	106	104·09
		Total, ...	11	...	200	11	...	211	208 10
	Ghazeepore.	Hazoor Tahsil, ...	3	...	25	...	...	25	25
		Mahomedabad, ...	2	...	21	...	...	21	21
		Zamania, ...	2	...	22	...	...	22	22
		Syudpore, ...	2	...	20	...	...	20	20
		Bulleah, ...	2	...	21	...	...	23	23 01
		Total, ...	11	...	111	...	...	111	111·01
	Goruckpore.	Bansgaon, ...	3	...	81	...	...	81	89 30
		Dewreria, ...	3	...	74	...	...	74	71 20
		Munsoorgunj, ...	1	...	24	...	...	24	25·25
		Pudrowna, ...	4	...	87	31	...	118	107 83
		Total, ...	11	...	266	31	...	297	293·58
	Jounpore.	Jounpore, ...	1	.	12	...	...	12	15·50
		Kotehun, ...	2	...	13	12	...	25	27·95
		Kirakut, ...	1	.	...	10	...	10	7 19
		Muchhlishahr, ...	2	...	17	17	...	34	33 12
		Mundiahoon, ...	3	...	19	39	...	58	59 67
		Total, ...	9	...	61	78	...	139	139·43
		Grand Total, ...	94	...	1,056	424	...	1,480	1,502·75
					KUMAON CIRCLE, DEPARTMENT				
	Gurhwal.	Bainolee, ...	1	1st April, 1867,...	9	...	1	10	7
		Gudora, ...	1	1st August, 1867,	9	...	...	9	6
		Julgurh, ...	1	1st April, 1867	11	...	...	11	9
		Jakh, ...	1		9	...	...	9	7
		Kundara, ...	1		13	...	4	17	12
		Lohuba, ...	1		11	...	...	11	9
		Pugna, ...	1		10	...	4	14	10
		Simlee, ...	1		9	...	3	12	8
		Top, ...	1		11	...	...	11	9
		Milum, ...	1	1st May, 1867, ...	...	...	...	...	13
		Total, ...	10	...	92	...	12	104	90
					AJMERE CIRCLE, DEPARTMENT				
		Ajmere, ...	4	1867.	44	...	...	44	38
		Grand Total, ...	394	...	5,663	1,174	27	6,864	7,108·68

DIX E.)

General Education, for the year 1867-68.—(Continued.)

LOWER CLASS (FEMALE SCHOOLS).

Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
	English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowments.	Local rate of Assessment.
10.	11.	11*a*.	11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)									Rs. As. P.	Rs. As. P.	Rs. As. P.
81·95	...	...	...	...	...	105	...	...	247 0 0	...	...
98·88	...	...	...	...	...	106	...	...	234 0 0	...	...
180·83	...	...	...	...	...	211	...	...	481 0 0	...	...
22·00	...	...	...	...	...	25	...	...	52 0 0	...	...
17·09	...	...	...	...	...	21	...	...	96 0 0	...	...
19·53	...	...	...	...	...	22	...	...	56 0 0	...	...
18·18	...	...	...	...	...	20	...	...	82 0 0	...	...
20·55	...	...	...	...	...	23	...	...	84 0 0	...	...
97·33	...	...	...	...	...	111	...	...	370 0 0	...	...
67 17	...	...	...	...	...	81	...	...	111 0 0	...	...
56·39	...	...	...	...	...	74	...	...	12 0 0	65 0 0	...
17·41	...	...	...	...	...	24	...	...	49 0 0	...	...
87·12	...	...	...	31	...	87	...	...	204 0 0	...	...
228·09	...	...	...	31	...	266	...	...	376 0 0	65 0 0	...
11·62	...	...	...	...	...	12	...	...	46 0 0	...	...
23·53	...	...	...	12	...	13	...	...	129 11 0	...	...
6·18	...	...	...	10	...	...	...	...	44 5 6	...	...
30 56	...	...	...	17	...	17	...	...	110 15 0	...	...
51·57	...	...	...	40	...	18	...	...	158 12 0	...	...
123·46	...	...	...	79	...	60	...	...	489 11 6	...	...
1,222·75	...	...	8	393	...	1,086	24	...	4,856 4 7	65 0 0	118 0 0
PUBLIC INSTRUCTION, N.-W.P.											
7	...	...	...	...	...	10	...	...	92 9 6	...	...
5	...	...	...	...	...	9	...	...	54 0 6	...	...
7	...	...	...	...	...	11	...	...	91 7 6	...	...
4	...	...	...	...	...	9	...	...	88 2 5	...	...
9	...	...	...	...	...	17	...	...	90 10 7	...	...
8	...	...	...	...	...	11	...	...	57 12 5	...	...
6	...	...	...	...	...	14	...	...	81 12 5	...	...
8	...	...	...	...	...	12	...	...	81 12 5	...	...
9	...	...	...	...	...	11	...	...	113 6 11	...	...
10	..	...	...	...	...	...	...	...	97 6 0	...	...
73	...	...	...	...	...	104	...	...	849 0 8	...	...
PUBLIC INSTRUCTION, N.-W. P.											
32·60	...	...	...	...	...	44	...	...	373 6 3	...	...
5,957·63	...	28	8	1,039	52	5,650	...	...	25,901 6 5	65 0 0	588 6 11

APPEN

TABLE No. 3B.—*I. Institutions for*

GOVERNMENT SCHOOLS OF THE

Name of Institution.	Locality. District.	Locality. Pergunnah and Village.	Number of Schools.	When established.	Receipts.—(Con Subscriptions, Donations, &c	Fees, Fines, &c.	Sale of Books.	Other Sources.
1.	2.	2a.	3.	4.	16.	17.	18.	19.
					3RD CIRCLE, DEPARTMENT			
					Rs. As. P.			Rs. As. P.
Government Female Schools.	Mirzapore.	Chunar, ...	6	Different dates	...	...	...	...
		Hazoor Tahsil, ...	5		...	...	...	...
		Total, ...	11	...	...	...	...	...
	Ghazeepore.	Hazoor Tahsil, ...	3	Different dates.	7 12 1	...	...	...
		Mahomedabad, ...	2		7 12 1	...	...	...
		Zamanea, ...	2		7 12 1	...	...	...
		Sydpore, ...	2		7 12 1	...	...	...
		Bullya, ...	2		7 12 1	...	...	...
		Total, ...	11	...	38 12 5	...	...	...
	Goruckpore.	Banagaon, ...	3	Different dates.	6 0 0	...	...	...
		Deoria, ...	3		...	...	...	...
		Munsoorgunj, ...	1		...	...	...	...
		Pudrouna, ...	4		12 0 0	...	...	...
		Total, ...	11	...	18 0 0	...	...	...
	Jounpore.	Jounpore, ...	1	Different dates.	31 4 8	...	...	...
		Kotehun, ...	2		...	...	...	...
		Kirakut, ...	1		...	...	...	...
		Muchhlishahr, ...	2		...	...	...	...
		Mundiahoon, ...	3		12 0 0	...	...	...
		Total, ...	9	...	43 4 8	...	...	...
		Grand Total, ...	94	...	265 15 1	...	...	40 0 0
					KUMAON CIRCLE, DEPARTMENT			
	Gurhwal.	Bainolee, ...	1	1st April, 1867.	...	...	...	...
		Gudora, ...	1	1st August, 1867.	...	...	...	...
		Julgurh, ...	1	1st April, 1867.	...	...	...	...
		Jakh, ...	1		...	...	...	...
		Kundara, ...	1		...	...	...	...
		Lohuba, ...	1		...	...	...	...
		Pugna, ...	1		...	...	...	...
		Simlee, ...	1		...	...	...	...
		Top, ...	1		...	...	...	...
		Milum, ...	1	1st May, 1867	...	...	...	...
		Total, ...	10	...	...	...	...	...
					AJMERE CIRCLE, DEPARTMENT			
		Ajmere, ...	4	1867.	...	...	...	...
		Grand Total, ...	394	...	2,177 8 4	...	...	44 0 0

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 13th July, 1868.

DIX E.

General Education, for the year 1867-68.—(Concluded.)

LOWER CLASS (FEMALE SCHOOLS).

cluded.)	Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
20.	21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)								
Rs. As P.	Rs. A. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
247 0 0	247 0 0	...	247 0 0	...	...	3 0 3	3 0 3	
234 0 0	234 0 0	...	234 0 0	...	...	2 7 3	2 7 3	
481 0 0	481 0 0	...	481 0 0	...	...	2 10 4	2 10 4	
59 12 1	57 0 11	2 11 2	59 12 1	...	...	2 6 3	2 1 3	
103 12 1	101 0 11	2 11 2	103 12 1	...	...	4 15 1	4 9 2	
63 12 1	61 0 11	2 11 2	63 12 1	...	...	2 14 4	2 8 9	
89 12 1	87 0 11	2 11 2	89 12 1	...	...	4 7 10	4 1 7	
91 12 1	89 0 11	2 11 2	91 12 1	...	...	4 7 9	3 10 5	
408 12 5	395 4 7	13 7 10	408 12 5	...	...	3 10 11	3 5 4	
117 0 0	108 0 0	9 0 0	117 0 0	...	...	1 11 10	1 10 5	
77 0 0	76 0 0	1 0 0	77 0 0	...	...	1 5 10	0 3 5	
49 0 0	48 0 0	1 0 0	49 0 0	...	...	2 13 0	2 13 0	
216 0 0	203 0 0	13 0 0	216 0 0	...	...	2 7 8	2 5 6	
459 0 0	435 0 0	24 0 0	459 0 0	...	...	2 2 0	1 10 5	
77 4 8	68 4 8	9 0 0	77 4 8	...	...	5 11 3	3 6 6	
129 11 0	106 15 6	22 11 6	129 11 0	...	...	4 9 10	4 9 10	
44 5 6	35 1 6	9 4 0	44 5 6	...	...	6 1 11	6 1 11	
110 15 0	90 8 0	20 7 0	110 15 0	...	...	3 5 2	3 5 2	
170 12 0	144 0 0	26 12 0	170 12 0	...	...	2 15 7	2 11 3	
532 0 2	444 13 8	88 2 6	533 0 2	...	...	3 13 2	3 8 1	
5,345 3 8	4,887 9 4	457 10 4	5,345 3 8	...	...	4 12 2	3 15 1	
PUBLIC INSTRUCTION, N.-W. P.								
92 9 6	90 12 6	1 13 0	92 9 6	...	...	13 3 8	13 3 8	
54 0 6	53 12 6	0 4 0	54 0 6	...	...	9 0 1	9 0 1	
91 7 6	86 12 6	4 11 0	91 7 6	...	...	10 2 7	10 2 7	
88 2 5	81 12 5	6 6 0	88 2 5	...	...	12 9 6	12 9 6	
90 10 7	81 12 5	8 14 2	90 10 7	...	...	7 8 10	7 8 10	
57 12 5	57 12 5	...	57 12 5	...	...	6 6 8	6 6 8	
81 12 5	81 12 5	...	81 12 5	...	...	8 2 10	8 2 10	
81 12 5	81 12 5	...	81 12 5	...	...	10 3 6	10 3 6	
113 6 11	105 12 5	7 10 6	113 6 11	...	...	12 9 8	12 9 8	
97 6 0	94 0 0	3 6 0	97 6 0	...	...	7 7 10	7 7 10	
849 0 8	816 0 0	33 0 8	849 0 8	...	...	9 6 11	9 6 11	
PUBLIC INSTRUCTION, N.-W. P								
873 6 3	843 3 6	30 2 9	873 6 3	...	...	22 15 8	22 15 8	
28,776 5 8	27,296 5 10	1,479 15 10	28,776 5 8	...	...	4 0 9	3 10 3	

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 4.—*I. Institutions for General Education, for the year* 1867-68.

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS, OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.					
																	From Government.					
			Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		By monthly grants.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10a.	10b.	10c.	10d.	10e.	10f.	11.	12.	12a.	13.	14.	15.	16.
																	Rs. As. P.		Rs. As. P.		Rs. As. P.	Rs. As. P.
Jay Narain's College and Free School.	Benares,	1817	411	67	15	493	496	386	395	31	114	69	100	134	143	1 Anna to 2 Rs.	6,033 0 0	...	2,555 0 0	...	170 0 0	1,368 2 3
St. John's College, ...	Agra, ...	1850	255	89	51	395	354·6	324·4	395	74	117	158	22	16	8	4 Annas to 10 Rs.	8,000 0 0	...	656 12 11	...	1,227 0 0	2,311 6 6
St. Peter's College, ...	Ditto ...	1846	...	...	61	61	58	58	61	...	...	61	...	...	...	Rs. 20	1,500 0 0	...	...	...	...	10,069 13 6
Victoria College, ...	Ditto, ...	1862	271	34	5	310	275·5	242	310	39	45	103	24	105	...	...	6,000 0 0	...	...	...	4,875 0 0	1,205 8 0
	Total, ...	...	937	190	132	1259	1184·1	1010·4	1161	144	276	391	146	255	151	...	21,533 0 0	...	3,211 12 11	...	6,272 0 0	14,954 14 3

APPENDIX E.

TABLE No. 4.—*I. Institutions for General Education, for the year* 1867-68,—*(Concluded.)*

PRIVATE COLLEGES AND COLLEGIATE INSTITUTIONS OPEN TO GOVERNMENT INSPECTION.

Name of Institution.	Locality.	When Established.	Receipts.—(*Concluded.*)			Charges			Difference between Receipts and Charges.		Annual Cost of Educating each Pupil.		Remarks.
			Sale of Books	Other Sources.	Total.	Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
1.	2.	3.	17.	18.	19	20.	21.	22.	23.	24.	25.	26.	27.
			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
Jay Narain's College and Free School, ...	Benares,	1817	139 4 0	3,630 3 0	13,895 9 3	12,259 0 0	1,476 7 6	13,735 7 6	160 1 9	...	27 11 0	12 2 7	
St. John's College, ...	Agra, ...	1850	722 2 6	6,600 0 0	19,517 5 11	19,421 13 3	...	19,421 13 3	95 8 8	...	54 13 4	22 9 0	
St. Peter's College, ...	Ditto, ..	1846	...	...	11,569 13 6	13,612 3 0	...	13,612 3 0	...	2,042 5 6	234 11 1	25 13 9	
Victoria College, ...	Ditto, ...	1862	122 12 0	...	12,203 4 0	10,910 0 0	1,260 8 0	12,170 8 0	32 12 0	...	44 2 9	21 10 7	
Total, ...	...	...	984 2 6	10,230 3 0	57,186 0 0	56,203 0 3	2,736 15 6	58,939 15 9	288 6 5	2,042 5 6	49 12 5	18 2 11	

Office of Director of Public Instruction,
N.-W. Provinces:
Dated Bareilly, the 30th June, 1868.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

LIBRARY

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution	Locality.	When Established.
	1.	2.	3
	I. Boys' Schools under Private Management.		
Dehra Doon,	American Presbyterian Mission School,	Dehra,	1853,
	Ditto ditto,	Rajpore,	1864,
	Church Mission School,	Aunfield,	1858,
	Dr. Whittall's School,	Mitheberi,	1865,
Saharunpore,	American Presbyterian Mission School,	Saharunpore,	1836,
	Ditto ditto Orphan School,	Ditto,	Do.,
	Society Propagation Gospel, Mission School,	Roorkee,	1856,
Meerut,	Church Mission Anglo-Vernacular School,	Meerut,	1851,
	Ditto Village School,	Kunker Khera,	1858,
	Ditto ditto,	Ikla,	1862,
Bijnour,	American Methodist Episcopalian Mission School,	Bijnour,	1860,
	Ditto ditto ditto,	Najebabad,	1862,
	Ditto ditto ditto,	Nagina,	1864,
	Raja Partap Singh's School,	Tajpore,	1865,
	Choudhri Basant Singh's School,	Sherkote,	1864,
Moradabad,	American Methodist Episcopalian Mission School,	Moradabad,	1860,
	Ditto ditto ditto,	Sumbhal,	1864,
	Three ditto ditto,	Babú Khera,	1865,
	Four ditto Village Schools in District,	Moradabad,	Do.,
	Raja Sheoraj Singh's School,	Kashipore,	Do.,
Budaon,	American Methodist Episcopalian Mission City School,	Budaon,	1860,
	One ditto Village School,	Do. District,	...
Bareilly,	Six Branch Schools,	Bareilly,	1864-65,
	Subscription Anglo-Vernacular School,	Bisalpore,	1866,
	Ditto ditto ditto,	Nawabgunj,	1867,
	American Methodist Episcopalian Mission City School,	Bareilly,	1864,
	Church Mission School,	Cowiegunj,	1864,
Shahjehanpore,	American Methodist Episcopalian Mission Orphanage,	Shahjehanpore,	1858,
	Ditto ditto City School,	Ditto,	1860,
Muttra,	Church Mission School,	Muttra,	Do.,
	Victoria College Branch School,	Ditto,	1865,
Agra,	Ditto ditto Cantonment,	Agra,	Do.,
	Ditto ditto Belungunj,	Ditto,	1864,
	Ditto ditto Gokulpoora,	Ditto,	Do.,
	Roman Catholic Cathedral School,	Ditto,	1866,
	Secundra Church Mission Orphanage,	Ditto,	1861,
	Mufid-i-Am School,	Ditto,	1858,
Mynpoory,	American Presbyterian Mission High School,	Mynpoory,	1843,
Furruckabad,	Ditto ditto ditto,	Furruckabad,	1838,
	Ditto ditto School, Rekhi,	Ditto,	1839,
	Subscription Anglo-Vernacular School,	Futtehgurh,	1866,
Cawnpore,	Society Propagation Gospel, Christ Church School,	Cawnpore,	1859,
	Evening School to ditto,	Ditto,	1867,
	Generalgunj School, Society Propagation Gospel Mission,	Ditto,	1862,
	Society Propagation Gospel, Mission Orphan School,	Ditto,	1835,
Humeerpore,	Subscription Anglo-Vernacular School,	Humeerpore,	1866,
Allahabad,	High School, Diocesan Board of Education,	Allahabad,	1861,
	Church Mission School,	Ditto,	Do.,
	Native Christian Parish School,	Ditto,	1860,
	American Presbyterian (Kuttra) Mission School,	Ditto,	1866,
Mirzapore,	Subscription High School,	Mirzapore,	1864,
	Mirzapore Institution, London Mission,	Ditto,	...
	Maharajah of Benares' School,	Gyanpore,	1864,
	Ditto ditto ditto,	Bhadohi,	...
Benares,	Church Mission School, (Chunar),	Benares,	1820,
	Bengali Tola Preparatory School,	Ditto,	1856,
	Orderly Bazar Church Mission School,	Ditto,	1866,
	Sigra Church Mission Orphan, Practising, and Model School,	Ditto,	1863 to 1861,
	Church Mission Bazaar Schools,	Ditto,	1867,
Ghazeepore,	Church Mission School,	Ghazeepore,	1853,
	Victoria (Subscription) School,	Ditto,	1863,
Azimgurh,	Three Church Mission Boys' Schools,	Azimgurh,	1862,

DIX E.

General Education, for the year 1867-68.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Number of Pupils on the Rolls at the end of the year				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees
Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri.)	Bengali.	
4.	5.	6.	7.	8.	9.	10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.
116	18	9	143	137·5	82	138	...	72	66	...	51	...	From 2 As. to 6 Pie.
47	8	...	55	53	37	22	...	8	18	...	23	...	Ditto.
1	2	62	65	47	48	28	...	...	37	...	65	...	...
Closed	from	1st No	vembe	r, 1867. Sta	tistics not	availa	ble						
164	32	7	203	198	122	203	...	100	203	...	...	...	1 Anna.
...	...	41	41	44	42	20	...	20	42	...	...	...	...
120	33	7	160	132	80	160	...	30	26	...	34	...	...
147	26	19	192	190	150	112	22	41	112	...	21	...	4 As. to 2 Rs.
13	1	17	31	31	23	...	...	...	31	...	5	...	1 A. to 2 As.
...	...	22	22	20	20	...	...	...	8	...	22	...	Ditto.
50	14	6	70	80	62	45	2	54	62	10	13	...	2 Annas.
43	8	1	52	48	42	42	...	8	44	...	...	...	3 P. to 2 Rs.
19	36	...	55	49	44	40	...	55	55	...	...	...	1 A. to 1 R.
35	13	...	48	36	32 59	48	...	...	33	...	1	...	...
39	29	...	68	67	56·43	68	...	68	68	...	...	...	...
106	28	4	138	143	120	118	...	118	138	...	...	...	1 A. to 4 As.
128	118	2	248	236	180	54	...	78	70	...	50	...	Ditto.
49	27	15	91	88	74	13	...	5	79	...	31	...	...
65	69	...	134	133	123	44	...	42	134	...	15	...	1 A. to 3 As.
	No	Statis	tics	received.									
70	58	1	129	127	108	40	2	35	109	...	...	...	1 A. to 2 As.
20	...	...	20	18	15	...	...	...	...	...	20	...	...
269	123	4	396	409·6	346 2	394	...	316	393	...	...	...	2 As. to 1 R.
40	13	...	53	55·33	48·53	50	...	45	45	...	8	...	2 to 4 As.
47	11	...	58	42 5	39·6	58	...	...	58	...	...	...	2 Annas.
67	12	1	80	79	64	80	...	80	80	...	80	...	1 A. to 2 As.
1	...	37	38	38	29	6	...	...	32	...	8	...	...
3	1	99	103	103	103	79	...	26	103	...	78	...	...
152	70	...	222	199	126	75	...	127	127	...	95	...	2 P. to 4 As.
89	4	1	94	89	69·5	94	...	29	12	6	47	...	2 As. to 1 R.
67	13	...	80	78·5	71	80	...	43	12	...	25	...	...
60	12	...	72	69·4	65	72	...	26	31	...	25	...	...
57	8	...	65	53·5	48	65	...	17	22	...	34	...	...
34	21	...	55	49	45	55	...	...	33	...	22	...	...
...	...	44	44	40	40	44	...	...	20	...	...	...	3 Annas.
45	2	310	357	313	289	70	...	...	291	...	156	...	...
200	19	1	220	205	183·57	220	...	26	136	...	58	...	2 to 8 As.
117	32	2	151	167	129	46	...	...	48	...	57	...	1 A. to 2 As.
124	63	13	200	200	177	135	...	68	110	6	29	...	6 P. to 4 As.
97	10	50	157	90	80	125	...	...	125	1	157	...	3 P. to 8 As.
75	25	...	100	102 17	74·88	98	...	88	...	...	20	...	2 Annas.
177	17	24	218	247	185	247	1	20	247	...	...	...	0-6-6 to 1-8-6.
24	...	...	24	20	15	24	...	...	24	...	...	...	...
174	32	...	206	198	151	206	...	...	21	...	185	...	1 A. to 4 As.
39	2	162	203	203	176	58	...	12	110	...	110	...	10 P to 4 As.
12	13	...	25	18	25	25	...	14	1	...	10	...	2 Annas
...	...	128	128	121	103	128	...	...	78	...	...	...	4 to 5 Rs.
117	18	5	140	108	93	140	...	...	125	2	15	...	4 Annas.
1	3	65	69	72	68	69	...	...	69	...	...	...	3 ,,
80	40	10	130	120	118	80	...	...	20	...	30	...	2 to 4 As.
226	54	...	280	280 56	213·53	125	30	50	...	55	30	...	2 As. to 2 Rs.
310	70	22	402	380	320	201	...	92	84	...	220	...	1 A. to 2 Rs.
104	...	...	104	95·83	77·32	65	...	40	54	30	20	...	1 A. to 1 Re.
12	25	...	37	38·58	28 44	11	...	20	30	...	7	...	Ditto.
184	32	4	220	210	170	52	...	35	35	...	131	...	6 P. to 8 As.
141	1	...	142	137·16	95·58	116	...	...	37	...	...	101	2 As. to 1 Re.
125	43	4	172	118	120	122	...	...	19	...	31	...	Various.
90	...	150	240	247	201	80	...	...	56	...	237	...	Different
	No	Statistic	al Ret	urns receiv	ed.								
272	53	12	337	360	290	246	...	21	18	7	45	...	1 A to 1 Re.
68	46	6	120	107	98	66	9	14	10	9	12	...	Various.
242	47	1	290	293	214	231	...	197	207	...	231	...	1 A. to 2 Rs.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I. Boys' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission Schools, ...	Dehra, ...	1853, ...
	Ditto ditto, ...	Rajpore, ...	1864, ...
	Church Mission School, ...	Aunfield, ...	1858, ...
	Dr. Whittall's School, ...	Mitheberi, ...	1865, ...
Saharunpore, ...	American Presbyterian Mission School, ...	Saharunpore, ...	1836, ...
	Ditto ditto, Orphan School, ...	Ditto, ..	Do., ...
	Society Propagation Gospel Mission, School,	Roorkee, ...	1856, ...
Meerut, ...	Church Mission Anglo-Vernacular School,...	Meerut, ...	1851, ...
	Ditto, Village School, ...	Kanker Khera, ...	1858, ...
	Ditto, ditto, ...	Ikla, ...	1862, ...
Bijnore, ...	American Methodist Episcopalian Mission School, ...	Bijnour, ...	1860, ...
	Ditto ditto ditto, ...	Najeebabad, ...	1862, ...
	Ditto ditto ditto, ...	Nagina, ...	1864, ...
	Raja Partap Singh's School, ...	Tajpore, ...	1865, ...
	Chowdri Basant Singh's School, ...	Shorkote, ...	1864, ...
Moradabad, ...	American Methodist Episcopalian Mission School, ...	Moradabad, ...	1860, ...
	Ditto ditto ditto, ...	Sumbhal, ...	1864, ...
	Three ditto ditto, ...	Babú Khera, ...	1865, ...
	Four ditto Village Schools in District. ...	Moradabad, ...	Do., ...
	Raja Sheoraj Singh's School, ...	Kashipore, ...	Do., ...
Budaon, ...	American Methodist Episcopalian Mission City Schools, ...	Budaon, ...	1860, ...
	One ditto Village School, ...	Do. District, ...	...
Bareilly, ...	Six Branch School, ...	Bareilly, ...	1864-65, ...
	Subscription Anglo-Vernacular School, ...	Bisulpore, ...	1866, ...
	Ditto ditto ditto, ...	Nawabgunj, ...	1867, ...
	American Methodist Episcopalian Mission City School, ...	Bareilly, ...	1864, ...
	Church Mission School, ...	Cowiegunj, ...	Do., ...
Shahjehanpore	American Methodist Episcopalian Mission Orphanage, ...	Shahjehanpore, ...	1858, ...
	Ditto ditto, City School, ...	Ditto, ...	1860, ...
Muttra, ...	Church Mission School, ...	Muttra, ...	Do., ...
	Victoria College Branch School, ...	Ditto, ...	1865, ...
Agra, ...	Ditto ditto Cantonment, ...	Agra, ...	Do., ...
	Ditto ditto Belungunj, ...	Ditto, ...	1864, ...
	Ditto ditto Gokulpoora, ...	Ditto, ...	Do., ...
	Roman Catholic Cathedral School, ...	Ditto, ...	1866, ...
	Secundra Church Mission Orphanage, ...	Ditto, ...	1861, ...
	Mufid-i-Am School, ...	Ditto, ...	1858, ...
Mynpoory, ...	American Presbyterian Mission High School,	Mynpoory, ...	1843, ...
Furruckabad, ...	Ditto ditto ditto, ...	Furruckabad, ...	1838, ...
	Ditto ditto School, Rekha, ...	Ditto, ...	1839, ...
	Subscription Anglo-Vernacular School, ...	Futtehgurh, ...	1866, ...
Cawnpore, ...	Society Propagation Gospel, Christ Church School, ...	Cawnpore, ...	1859, ...
	Evening School to ditto, ...	Ditto. ...	1867, ...
	Generalgunj School, Society Propagation Gospel Mission, ...	Ditto, ...	1862, ...
	Society Propagation Gospel, Mission Orphan School, ...	Ditto, ...	1835, ...
Humeerpore, ...	Subscription Anglo-Vernacular School, ...	Humeerpore, ...	1866, ...
Allahabad, ...	High School, Diocesan Board of Education,	Allahabad, ...	1861, ...
	Church Missin School, ...	Ditto, ...	Do., ...
	Native Christian Parish School, ...	Ditto, ...	1860, ...
	American Presbyterian (Kuttra) Mission School, ..	Ditto, ...	1866, ...
Mirzapore, ...	Subscription High School, ...	Mirzapore, ...	1864, ...
	Mirzapore Institution, London Mission, ...	Ditto, ...	...
	Maharajah of Benares' School, ...	Gyanpore, ...	1864, ...
	Ditto ditto ditto, ...	Bhadohi, ...	...
Benares, ...	Church Mission School, (Chunar), ...	Benares, ...	1820, ...
	Bengali Tola Preparatory School, ...	Ditto, ...	1856, ...
	Orderly Bazar Church Mission School, ...	Ditto, ...	1866, ...
	Sigra Church Mission Orphan, Practising, and Model School, ...	Ditto, ...	1863 to 1861,
	Church Mission Bazaar Schools, ...	Ditto, ...	1867, ...
Ghazeepore, ...	Church Mission School, ...	Ghazeepore, ...	1853, ...
	Victoria (Subscription) School, ...	Ditto, ...	1863, ...
Azimgurh, ...	Three Church Mission Boys' Schools, ...	Azimgurh, ...	1862, ...

DIX E.

General Education, for the year 1867-68.—(Continued).

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

RECEIPTS.

From Government.		Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
By monthly grants.	Special or building grant.				
12.	12*a*.	13.	14.	15.	16.
Rs. A. P.	Rs. A. P.	Rs. A. P.	R. A. P.	Rs. A. P.	Rs. A. P.
1,800 0 0	1,500 0 0	...	...	580 0 0	117 7 9
600 0 0	...	...	...	...	18 14 0
600 0 0	...		...	5 0 0	...
42 0 0	...	...	...	...	...
1,200 0 0	...	...	...	300 0 0	154 0 0
600 0 0	...	...	...	...	...
960 0 0	...	...	...	200 0 0	117 8 3
2,772 0 0	...	...	...	74 0 0	429 0 0
108 0 0	...	...	...	164 0 0	7 0 0
60 0 0	...	...	...	84 0 0	6 0 0
960 0 0	...	...	...	269 0 0	47 9 0
600 0 0	...	...	...	...	110 0 0
360 0 0	...	...	...	...	48 11 0
240 0 0	...	...	...	240 0 0	...
240 0 0	...	...	...	240 0 0	19 13 0
1,800 0 0	...	...	...	2,390 6 0	199 11 0
960 0 0	...	...	...	948 0 0	114 10 7
360 0 0	...	...	...	514 5 0	32 0 0
360 0 0	...	...	...	361 4 0	21 4 0
240 0 0	...	...	...	...	...
720 0 0	1,200 0 0	...	...	189 0 0	73 0 0
90 0 0	...	...	...	...	...
8,400 0 0	...	...	...	1,965 13 0	854 15 3
600 0 0	...	...	...	219 0 6	70 6 0
200 0 0	...	...	...	546 8 0	25 9 6
1,200 0 0	...	...	...	661 10 9	36 0 0
400 0 0	...	...	...	408 0 0	...
1,200 0 0	...	...	...	37 0 0	...
1,200 0 0	...	...	...	968 0 0	66 8 0
1,200 0 0	...	...	...	840 0 0	222 4 6
600 0 0	...	...	...	615 0 0	221 8 0
600 0 0	...	...	...	410 0 0	205 0 0
360 0 0	...	...	...	207 0 0	168 0 0
360 0 0	...	...	...	245 0 0	125 8 0
240 0 0	...	...	...	...	90 0 0
2,400 0 0	500 0 0	...	...	3,508 10 0	...
1,680 0 0	...	...	...	879 0 0	403 6 6
1,200 0 0	...	...	...	60 0 0	67 1 0
2,500 0 0	...	...	...	...	134 14 3
1,000 0 0	...	...	...	...	45 9 6
1,272 0 0	1,500 0 0	...	...	2,677 0 0	139 9 0
3,600 0 0	330 0 0	...	...	...	1,313 6 9
360 0 0	...	...	...	...	...
1,800 0 0	...	...	...	50 0 0	241 [illegible] 6
3,000 0 0	...	...	...	600 0 0	90 9 6
360 0 0	...	...	...	349 4 0	41 13 0
6,400 0 0	...	1,026 11 10	...	720 0 0	4,795 6 0
720 0 0	...	...	...	...	...
600 0 0	...	...	...	108 0 0	134 4 9
540 0 0	...	...	...	...	...
3,000 0 0	...	...	...	3,619 9 9	377 1 3
3,300 0 0	500 0 0	...	...	1,115 1 5	498 1 2
645 0 0	...	...	...	600 0 0	146 2 0
240 0 0	...	...	...	236 5 9	21 6 0
960 0 0	...	744 0 0	...	105 14 0	158 15 9
1,224 0 0	254 0 0	...	...	819 4 0	413 4 0
1,800 0 0	...	...	...	744 13 0	376 5 6
960 0 0	...	...	...	2,999 14 6	4 0 0
150 0 0	...	...	...	...	...
1,950 0 0	...	300 0 0	...	329 0 0	351 4 0
1,050 0 0	...	78 0 0	...	2,386 10 6	31 7 0
2,400 0 0	...	...	...	2,864 12 11	538 14 6

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I. Boys' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission School, ...	Dehra, ...	1853, ...
	Ditto ditto, ...	Rajpore, ...	1864, ...
	Church Mission School, ...	Aunfield, ...	1858, ...
	Dr. Whittall's School, ...	Mitheberi, ...	1865, ...
Saharunpore, ...	American Presbyterian Mission School, ...	Saharunpore, ...	1836, ...
	Ditto ditto Orphan School, ..	Ditto, ...	Do., ...
	Society Propagation Gospel, Mission School,	Roorkee, ...	1856, ...
Meerut, ...	Church Mission Anglo-Vernacular School,	Meerut, ...	1851, ...
	Ditto ditto Village School, ...	Kunker Khera, ...	1858, ...
	Ditto ditto ditto, ...	Ikla, ...	1862, ...
Bijnour, ...	American Methodist Episcopalian Mission School, ...	Bijnour, ...	1860, ..
	Ditto ditto ditto, ...	Najebabad, ...	1862, ...
	Ditto ditto ditto, ...	Nagina, ...	1864, ...
	Raja Partap Singh's School, ...	Tajpore, ...	1865, ...
	Chowdhri Basant Singh's School, ...	Sherkote, ...	1864, ...
Moradabad, ...	American Methodist Episcopalian Mission School, ...	Moradabad, ...	1860, ...
	Ditto ditto ditto, ...	Sumbhal, ...	1864, ...
	Three ditto ditto, ...	Babu Khera, ...	1865, ...
	Four ditto Village Schools in District, ...	Moradabad, ...	Do., ...
	Raja Sheoraj Singh's School, ...	Kashipore, ...	Do., ..
Budaon, ...	American Methodist Episcopalian Mission City School, ...	Budaon, ...	1860, ...
	One ditto Village School, ...	Do District ...	...
Bareilly, ...	Six Branch Schools, ...	Bareilly, ...	1864-65, ...
	Subscription Anglo-Vernacular School, ...	Bisalpore, ...	1866, ...
	Ditto ditto ditto, ...	Nawabgunj, ...	1867, ...
	American Methodist Episcopalian Mission City School, ...	Bareilly, ...	1864, ...
	Church Mission School, ...	Cowiegunj, ...	Do., ...
Shahjehanpore,	American Methodist Episcopalian Mission Orphanage, ...	Shahjehanpore, ...	1858, ...
	Ditto ditto City School, ...	Ditto, ...	1860, ...
Muttra, ...	Church Mission School, ...	Muttra, ...	Do., ...
	Victoria College Branch School, ...	Ditto, ...	1865, ...
Agra, ...	Ditto ditto Cantonment, ...	Agra, ...	Do., ...
	Ditto ditto Belangunj, ...	Do., ...	1864, ...
	Ditto ditto Gokulpoora, ...	Do , ...	Do., ...
	Roman Catholic Cathedral School, ...	Do., ...	1866, ...
	Secundra Church Mission Orphanage, ...	Do., ...	1861, ...
	Mufid-i-Am School, ...	Do., ...	1858, ...
Mynpoory, ...	American Presbyterian Mission High School,	Mynpoory, ...	1843, ...
Furruckabad, ...	Ditto ditto ditto, ...	Furruckabad, ...	1838, ...
	Ditto ditto School, Rekha, ...	Ditto, ...	1839, ...
	Subscription Anglo-Vernacular School, ...	Futtehgurh, ...	1866, ...
Cawnpore, ...	Society Propagation Gospel, Christ Church School, ...	Cawnpore, ...	1859, ...
	Evening School to ditto, ...	Ditto, ...	1867, ...
	Generalgunj School, Society Propagation Gospel Mission, ...	Ditto, ...	1862, ...
	Society Propagation Gospel, Mission Orphan School, ...	Ditto, ...	1835, ...
Humeerpore, ...	Subscription Anglo-Vernacular School, ...	Humeerpore, ...	1866, ...
Allahabad, ...	High School, Diocesan Board of Education,	Allahabad, ...	1861, ...
	Church Mission School, ..	Ditto, ...	Do , ...
	Native Christian Parish School, ...	Ditto, ...	1860, ...
	American Presbyterian (Kuttra) Mission School, ...	Ditto, ...	1866, ...
Mirzapore, ...	Subscription High School, ...	Mirzapore, ...	1864, ...
	Mirzapore Institution, London Mission, ...	Ditto, ...	...
	Maharajah of Benares' School, ...	Gyanpore, ...	1864, ...
	Ditto ditto ditto, ...	Bhadohi, ...	...
Benares, ...	Church Mission School, (Chunar), ...	Benares, ...	1820, ...
	Bengali Tola Preparatory School, ...	Ditto, ...	1856, ...
	Orderly Bazar Church Mission School, ...	Ditto, ...	1866, ...
	Sigra Church Mission Orphan, Practising, and Model School, ...	Ditto, ...	1863 to 1861,
	Church Mission Bazar Schools, ...	Ditto, ...	1867, ...
Ghazeepore, ...	Church Mission School, ...	Ghazeepore, ...	1853, ...
	Victoria (Subscription) School, ...	Ditto, ...	1863, ...
Azimgurh, ...	Three Church Mission Boys' Schools, ...	Azimgurh, ...	1862, ...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT.)

Receipts,—(*Concluded*)			Charges.		
Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.
17.	18.	19.	20.	21.	22.
Rs. A. P.	R. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	1,363 8 9	5,361 0 6	3,763 8 9	800 0 0	4,563 8 9
...	734 1 8	1,352 15 8	1,184 2 8	168 13 0	1,352 15 8
0 14 9	600 0 0	1,205 14 9	1,097 5 1	81 11 0	1,179 0 1
...	...	42 0 0	42 0 0	...	42 0 0
250 0 0	592 0 0	2,496 0 0	2,496 0 0	...	2,496 0 0
...	744 0 0	1,344 0 0	1,344 0 0	...	1,344 0 0
81 10 0	2,020 0 0	3,379 2 3	3,042 6 6	375 6 6	3,417 13 0
...	2,328 0 0	5,603 0 0	5,000 0 0	603 0 0	5,603 0 0
...	...	279 0 0	279 0 0	...	279 0 0
...	...	150 0 0	150 0 0	...	150 0 0
...	173 7 0	1,450 0 0	1,450 0 0	...	1,450 0 0
...	314 0 0	1,024 0 0	1,024 0 0	...	1,024 0 0
...	459 5 0	868 0 0	868 0 0	...	868 0 0
...	...	480 0 0	480 0 0	...	480 0 0
...	...	499 13 0	383 8 0	57 0 0	440 8 0
...	...	4,390 1 0	4,289 3 0	172 1 6	4,461 4 6
...	...	2,022 10 7	1,959 6 0	73 8 9	2,032 14 9
...	...	906 5 0	722 0 0	170 14 0	892 14 0
...	...	742 8 0	777 7 0	...	777 7 0
...	...	240 0 0	240 0 0	...	240 0 0
...	300 0 0	2,482 0 0	1,282 0 0	...	1,282 0 0
...	45 0 0	135 0 0	135 0 0	...	135 0 0
...	...	11,220 12 3	9,972 15 3	1,814 15 9	11,787 15 0
...	...	889 6 6	803 3 9	86 2 9	889 6 6
...	31 0 0	803 1 6	609 0 0	123 3 6	732 3 6
17 2 3	...	1,914 13 0	2,419 15 3	...	2,419 15 3
...	...	888 0 0	888 0 0	...	888 0 0
...	1,200 0 0	2,437 0 0	2,200 0 0	197 0 0	2,397 0 0
...	830 0 0	3,064 8 0	2,520 0 0	394 8 0	2,914 8 0
136 1 0	...	2,398 5 6	2,508 0 3	...	2,508 0 3
20 12 0	...	1,457 4 0	1,252 0 0	184 8 0	1,436 8 0
9 12 0	...	1,224 12 0	1,035 0 0	177 8 0	1,212 8 0
7 4 0	...	742 4 0	625 0 0	102 4 0	727 4 0
4 4 0	...	734 12 0	622 0 0	115 8 0	737 8 0
...	...	330 0 0	408 0 0	...	408 0 0
...	...	6,408 10 0	6,408 10 0	...	6,408 10 0
28 0 0	...	2,990 6 6	2,282 0 0	288 1 3	2,570 1 3
70 0 0	1,200 0 0	2,597 1 0	2,492 10 9	...	2,492 10 9
282 11 0	2,825 6 0	5,742 15 3	5,441 0 6	175 0 0	5,616 0 6
...	920 7 0	1,966 0 6	1,966 0 6	...	1,966 0 6
...	...	5,588 9 0	1,427 3 8	3,600 0 0	5,027 3 8
981 1 0	5,970 0 0	12,194 7 9	11,810 6 0	...	11,810 6 0
...	432 0 0	792 0 0	792 0 0	...	792 0 0
163 10 0	2,520 0 0	4,774 13 6	4,597 2 9	...	4,597 2 9
11 6 6	...	3,702 0 0	3,702 0 0	...	3,702 0 0
...	...	751 1 0	611 9 10	41 13 0	653 6 10
100 0 0	...	18,042 1 10	10,156 14 0	1,949 8 4	12,106 6 4
...	...	720 0 0	1,106 0 0	145 0 0	1,251 0 0
42 4 6	360 0 0	1,244 9 3	1,293 9 3	80 2 3	1,373 11 6
...	...	540 0 0	540 0 0	...	540 0 0
...	...	6,996 11 0	6,124 7 0	215 11 0	6,340 2 0
243 13 0	1,500 0 0	7,156 15 7	6,810 2 8	160 14 11	6,971 1 7
...	...	1,391 2 0	1,367 8 0	48 9 6	1,416 1 6
...	...	497 11 9	440 8 0	31 14 0	472 6 0
...	158 0 0	2,126 13 9	1,920 0 0	233 14 0	2,153 14 0
...	66 2 10	2,776 10 10	1,937 3 4	592 7 6	2,529 10 10
86 10 0	...	3,007 12 6	2,291 8 3	546 13 3	2,838 5 6
...	...	3,963 14 6	3,615 14 6	348 0 0	3,963 14 6
...	...	150 0 0	150 0 0	...	150 0 0
602 12 0	1,380 0 0	4,913 0 0	3,871 6 6	1,166 5 11	5 037 12 5
...	...	3,546 1 6	2,692 2 8	311 9 0	3,003 11 8
...	...	5,803 11 5	5,316 3 0	735 15 2	6,052 2 2

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I. Boys' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission School, ...	Dehra, ...	1853, ...
	Ditto ditto, ...	Rajpore, ...	1864, ...
	Church Mission School, ...	Aunfield, ...	1858, ...
	Dr. Whittall's School, ...	Mitheberi, ...	1865, ...
Saharunpore, ...	American Presbyterian Mission School, ..	Saharunpore, ...	1836, ...
	Ditto ditto Orphan School,...	Ditto, ...	Do., ...
	Society Propagation Gospel, Mission School,	Roorkee, ...	1856, ...
Meerut, ...	Church Mission Anglo-Vernacular School,...	Meerut, ...	1851, ...
	Ditto ditto Village School, ...	Kunker Khera, ...	1858, ...
	Ditto ditto ditto, ...	Ikla, ...	1862, ...
Bijnour, ...	American Methodist Episcopalian Mission School, ...	Bijnour, ...	1860, ...
	Ditto ditto ditto, ...	Najebabad, ...	1862, ...
	Ditto ditto ditto, ...	Nagina, ...	1864, ...
	Raja Partap Singh's School, ...	Tajpore, ...	1865, ...
	Chowdhri Basant Singh's School, ...	Sherkote, ...	1864, ...
Moradabad, ...	American Methodist Episcopalian Mission School, ...	Moradabad, ...	1860, ...
	Ditto ditto ditto, ...	Sumbhal, ...	1864, ...
	Three ditto ditto, ...	Babu Khera, ...	1865, ...
	Four ditto Village Schools in District, ...	Moradabad, ...	Do., ...
	Raja Sheoraj Singh's School, ...	Kashipore, ...	1865, ...
Budaon, ...	American Methodist Episcopalian Mission City School, ...	Budaon, ...	1860, ...
	One ditto Village School, ...	Do. District, ...	...
Bareilly, ...	Six Branch Schools, ...	Bareilly, ...	1864-65, ...
	Subscription Anglo-Vernacular Schools, ..	Bisalpore, ...	1866, ...
	Ditto ditto ditto, ...	Nawabgunj, ...	1867, ...
	American Methodist Episcopalian Mission City School, ...	Bareilly, ...	1864, ...
	Church Mission School, ...	Cowiegunj, ...	Do., ...
Shahjehanpore.	American Methodist Episcopalian Mission Orphanage, ...	Shahjehanpore, ...	1858, ...
	Ditto ditto City School, ...	Ditto. ...	1860, ...
Muttra, ...	Church Mission School, ...	Muttra, ...	Do., ...
	Victoria College Branch School, ...	Ditto, ...	1865, ...
Agra, ...	Ditto ditto Cantonment. ...	Agra. ...	Do., ...
	Ditto ditto Belangunj, ...	Do., ...	1864, ...
	Ditto ditto Gokulpoora, ...	Do., ...	Do., ...
	Roman Catholic Cathedral School, ...	Do, ...	1866, ...
	Secundra Church Mission Orphanage, ...	Do., ...	1861, ...
	Mufid-i-Am School, ...	Do., ...	1858, ...
Mynpoory, ...	American Presbyterian Mission High School,	Mynpoory, ...	1843, ...
Furruckabad, ...	Ditto ditto ditto, ...	Furruckabad, ...	1838, ...
	Ditto ditto School, Rekha, ...	Ditto, ...	1839, ...
	Subscription Anglo-Vernacular School, ...	Futtehgurh, ...	1866, ...
Cawnpore, ...	Society Propagation Gospel, Christ Church School, ...	Cawnpore, ...	1859, ...
	Evening School to ditto, ...	Ditto, ...	1867, ...
	Generalgunj School, Society Propagation Gospel Mission, ...	Ditto, ...	1862, ...
	Society Propagation Gospel, Mission Orphan School, ...	Ditto, ...	1835, ...
Humeerpore, ...	Subscription Anglo-Vernacular School, ...	Humeerpore, ...	1866, ...
Allahabad, ...	High School, Diocesan Board of Education,	Allahabad, ...	1861, ...
	Church Mission School, ...	Ditto, ...	Do., ...
	Native Christian Parish School, ...	Ditto, ...	1860, ...
	American Presbyterian (Kuttra) Mission School, ...	Ditto, ...	1866, ...
	Subscription High School, ...	Mirzapore, ...	1864, ...
Mirzapore, ...	Mirzapore Institution, London Mission, ...	Ditto, ...	...
	Maharajah of Benares' School, ...	Gyanpore, ...	1864, ...
	Ditto ditto ditto, ...	Bhadohi, ...	...
Benares, ...	Church Mission School, (Chunar), ...	Benares, ...	1820, ...
	Bengali Tola Preparatory School, ...	Ditto, ...	1856, ...
	Orderly Bazar Church Mission School, ...	Ditto, ...	1866, ...
	Sigra Church Mission Orphan, Practising, and Model School, ...	Ditto, ...	1863 to 1861.
	Church Mission Bazar Schools, ...	Ditto, ...	1867, ...
Ghazeepore, ...	Church Mission School, ...	Ghazeepore, ...	1853, ...
	Victoria (Subscription) School, ...	Ditto, ...	1863, ...
Azimgurh, ...	Three Church Mission Boys' Schools, ...	Azimgurh, ...	1862, ...

DIX E.

General Education, for the year 1867-68.—(Concluded.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT.)

Difference between Receipts and Charges.		Annual Cost of Educating each Pupil.		Remarks.
Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
23.	24.	25.	26.	27.
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
797 7 9	...	33 3 0	24 0 0	
...	...	22 5 5	11 3 2	
26 14 8	...	25 1 4	12 12 0	
...	...	...	...	
...	...	12 8 0	6 1 0	
...	...	30 8 0	13 8 0	
...	38 10 9	25 14 2	7 4 4	
...	...	29 7 9	14 9 5	
...	...	9 0 0	3 8 0	
...	...	7 8 0	3 0 0	
...	...	18 2 0	12 0 0	
...	...	19 11 0	11 7 0	
...	...	15 15 0	6 8 0	
...	...	13 5 4	6 10 8	
59 5 0	...	6 9 2	3 9 3	
...	71 3 6	30 13 9	13 11 6	
...	10 4 2	8 1 3	3 13 3	
13 7 0	...	9 8 9	3 15 3	
...	34 15 0	5 3 6	2 12 0	
...	...	...	...	
1,200 0 0	...	10 1 6	15 1 10	
...	...	7 8 10	5 0 0	
...	567 2 9	29 6 10	21 1 6	
...	...	16 1 0	10 13 6	
70 14 0	...	17 3 7	4 11 3	
...	505 2 3	24 3 9	15 0 0	
...	...	23 6 0	12 6 0	
40 0 0	...	23 4 4	11 10 4	
150 0 0	...	14 10 3	6 0 5	
...	109 10 9	28 2 10	13 7 8	
20 12 0	...	18 4 9	7 13 3	
12 4 0	...	17 7 6	8 10 3	
15 0 0	...	13 9 5	6 11 7	
...	2 12 0	15 0 9	7 5 6	
...	78 0 0	10 3 2	6 0 0	
...	...	20 7 7	7 10 8	
420 5 3	...	12 8 9	8 3 8	
104 6 3	...	14 14 9	7 2 11	
126 14 9	...	28 1 3	15 9 3	
...	...	21 14 3	11 1 9	
561 5 4	...	49 4 7	27 2 9	
384 1 9	...	47 13 0	14 9 2	
...	...	39 9 7	18 0 0	
177 10 9	...	23 3 5	9 1 5	
...	...	18 3 9	14 12 5	
97 10 2	...	23 5 5	12 13 9	
935 11 6	...	100 0 10	52 14 3	
...	531 0 0	11 9 4	6 10 8	
...	129 2 3	19 1 3	8 5 4	
...	...	4 8 0	4 8 0	
656 9 0	...	22 9 6	10 11 0	
185 14 0	...	18 5 6	10 0 0	
...	24 15 6	14 12 1	6 11 6	
25 5 9	...	12 6 6	6 3 6	
...	27 0 3	10 4 1	4 9 1	
247 0 0	...	18 7 0	8 14 9	
169 7 0	...	24 0 10	15 4 0	
...	...	16 0 9	3 14 2	
...	...	...	...	
...	124 12 5	13 15 10	5 6 8	
542 5 10	...	18 5 7	1 6 4	
...	248 6 9	20 10 5	8 3 0	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I.—Boys' Schools under Private Management.—(Concluded).		
Jounpore, ...	Church Mission School, ...	Jounpore, ...	1863, ...
	Ditto City School, ...	Ditto, ...	1865, ...
	Ditto School, ...	Zafrabad, ...	1864, ...
Goruckpore, ...	Church Mission School, ...	Goruckpore and Bisharutpore, ...	...
Kumaon, ...	London Mission School, ...	Almorah, ...	1850, ...
	Three American Methodist Episcopalian Mission Schools, ...	Nynee Tal, ...	1864, ...
Gurhwal, ...	Five Ditto ditto ditto, ...	Paori & Srinugger, &c.	...
Ajmere, ...	Subscription School, ...	Nusseerabad, ...	1866, ...
	Total, ...	...	...
	II.—Girls' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission Girls' School,	Dehra, ...	1859, ...
Saharunpore, ...	Ditto ditto ditto, ...	Saharunpore, ...	1864, ...
Meerut, ...	Church Mission Native Girls' School, ...	Meerut, ...	1856, ...
Moradabad, ...	Four American Methodist Episcopalian Mission Girls' Schools, ...	Moradabad, ...	1865, ...
Budaon, ...	Twelve Municipal Committee's F. Schools,	Budaon, ...	1865 to 1868,
Bareilly, ...	Baboo Kalicharan's F. Schools (Inglisgunj),	Bareilly, ...	1866, ...
	American Methodist Episcopalian Mission Orphanage, ...	Ditto, ...	1859, ...
	Two ditto ditto Girls' Schools,	Dttto, ...	1867, ...
Shahjehanpore, ...	One ditto ditto ditto, ...	Shahjehanpore, ...	Do., ...
Agra, ...	Church Mission Girls' School, ...	Agra, ...	1864, ...
	St. Joseph's Orphan Girls' School, (Roman Catholic), ...	Do., ...	1861, ...
	Canning Protestant Girls' School, ...	Do., ...	1864, ...
	Thirty Satti Sabha Girls' Schools, ...	Do., ...	1864 to 1866,
Etawah, ...	Fifteen American Presbyterian Mission Female Schools, ...	Etawah, ...	1863 to 1868,
Mynpoory, ...	Ten ditto ditto Girls' Schools, ...	Mynpoory, ...	Do., ...
Allahabad, ...	Church Mission Girls' City School, ...	Allahabad, ...	1863, ...
Mirzapore, ...	Three London Mission Girls' Schools, ...	Mirzapore, ...	1852 to 1866,
Benares, ...	Two Church Mission F. City Schools, ...	Benares, ...	1850 & 1861,
	Ditto Industrial School, ...	Ditto, ...	1867, ...
	Ditto Zenana Schools, ...	Ditto, ...	Do., ...
Azimgurh, ...	Church Mission Girls' Schools, ...	Azimgurh, ...	1864, ...
Jounpore, ...	Ditto ditto, ...	Jounpore, ...	1867, ...
Goruckpore, ...	Ditto ditto, ...	Goruckpore and Bisharutpore, ...	...
	Ninety-three Schools. Total, ...	...	...
	III.—Anglo-Vernacular Schools, under Department Public Instruction.		
Meerut, ...	Anglo-Vernacular School, ...	Barout, ...	1866, ...
	Ditto ditto, ...	Dasna, ...	1865, ...
	Ditto ditto, ...	Hapur, ...	1864, ...
Saharunpore, ...	Ditto ditto, ...	Deobund, ...	1866, ...
Allygurh, ...	Ditto ditto, ...	Secundra Rao, ...	1864, ...
	Ditto ditto, ...	Hathras, ...	Do., ...
	Ditto ditto, ...	Atrowli, ...	1865, ...
Budaon, ...	Ditto ditto, ...	Saheswan, ...	1864, ...
Shahjehanpore,	Ditto ditto, ...	Jalalabad, ...	...
	Ditto ditto, ...	Powayan, ...	...
Boolundshuhur,	Ditto ditto, ...	Dibaee, ...	1864, ...
	Ditto ditto, ...	Sikandrabad, ...	Do., ...
	Ditto ditto, ...	Khoorja, ...	Do., ...
	Ditto ditto, ...	Anoopshuhur, ...	1865, ...
Moradabad, ...	Ditto ditto, ...	Amroha, ...	Do., ...
	Ditto ditto, ...	Chandosee, ...	Do., ..
	Vernacular School, ...	Surjan Nager, ...	1860, ...
	Ditto ditto, ...	Tanda Afzal, ...	1867, ...
Bijnour, ...	Ditto ditto, ...	Sherkote, ...	1860, ...
	Ditto ditto, ...	Tajpore, ...	1863, ...
	Ditto ditto, ...	Rehar, ...	1860, ...
	Ditto ditto, ...	Kiratpore, ...	1867, ...
	Ditto ditto, ...	(Gurhi) Dhampore,	1865, ...
	Ditto ditto, ...	Shergurh, ...	1864, ...
	Ditto ditto, ...	Pooraini, ...	1863, ...

DIX E.

General Education, for the year 1867-68.

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT.)

Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.
Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri.)	Bengali.	
4.	5.	6.	7.	8.	9.	10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.
45	5	1	51	53	36·75	51	...	51	51	...	...	...	8 Annas.
67	20	...	87	90	57·8	24	...	44	44	...	43	...	2 to 4 As.
44	19	...	63	56	44·81	...	...	47	47	...	16	...	2 Annas.
286	76	56	418	415	320	266	...	83	157	...	237	...	1 A. to 6 As.
231	12	...	243	209	216	113	...	...	...	...	243	...	2 to 8 As.
138	...	...	138	129	77	8	...	...	...	...	138	...	1 A. to 2 As.
244	...	12	256	219·85	156·84	74	...	...	31	...	243	...	6 P. to 2 As.
51	8	8	67	75	60	67	...	...	31	...	36	...	2 As. to 2 Rs.
6,212	1,549	1,439	9,200	8,891·48	7,252·37	5,861	46	2,351	4,603	117	3,458	101	...
...	...	56	56	49	49	56	...	10	56	...	20	...	5 Rs.
...	30	...	30	27	24	...	...	...	30	...	...	...	...
20	...	24	44	39	39	2	...	...	44	...	...	...	...
11	85	15	111	108	98	5	...	...	85	...	11	...	...
10	140	...	150	141	117	...	...	...	140	10	...	...	...
...	19	...	19	18	16·56	...	3	...	16	...	...	...	...
...	...	127	127	127	126	41	...	...	127	...	127	...	...
Statistics not received.													...
Ditto. Ditto.													...
...	21	21	42	30·5	25·4	16	...	...	42	...	...	...	4 As. to 1 Re.
...	...	150	150	150	150	40	...	...	150	...	...	...	Rs. 2-8-0.
...	...	48	48	45	38	48	...	...	...	...	...	...	Various.
929	...	...	929	768·8	771	...	...	...	...	...	929	...	...
192	...	...	192	200	150	...	...	...	...	...	192	...	...
181	...	...	181	181	112	...	...	...	...	...	181	...	...
14	23	...	37	34	28	...	...	...	...	...	37	...	...
45	28	50	123	93	90	8	...	...	93	...	123	...	...
166	14	...	180	147	140	...	...	...	...	...	140	...	...
Statistics not received.													...
Ditto. Ditto.													...
24	19	2	45	50	42	17	...	...	17	...	45	...	...
Statistics not received.													...
...	...	70	70	66	61	...	...	...	50	...	70	...	...
1,592	379	563	2,534	2 234·3	2,076·96	233	3	10	880	10	1,875	...	...
27	8	...	35	28	27	35	...	10	35	...	...	...	2 to 4 As.
25	35	...	60	55	50	30	...	...	30	...	...	...	1 A. to 4 As.
42	8	...	50	47	43	50	...	50	50	...	...	...	2 to 4 As.
16	10	...	26	38	35	26	...	15	11	...	...	...	4 Annas.
69	20	...	89	66	62·64	84	...	16	68	...	...	...	2 to 4 As.
38	4	...	42	36	35	40	...	33	7	...	...	...	3 & 4 As.
16	...	...	16	21	15	16	...	...	16	...	...	...	Ditto.
18	6	...	24	22	20·04	24	...	24	24	...	...	...	2 to 4 As.
Closed on the 1st of February, 1868.					Statistics not available.								...
Ditto. ditto, January, 1868.					Ditto.	Ditto.							...
33	30	...	63	100	51·36	63	...	13	63	...	...	...	4 Annas.
60	6	2	68	71	56·32	65	...	46	65	...	...	...	3 to 4 As.
52	9	...	61	55	46·11	61	...	26	35	...	...	...	2 to 3 As.
45	1	...	46	49	38·19	46	...	22	24	...	...	...	4 Annas.
55	45	...	100	95	84 44	97	...	97	39	...	...	...	2 to 4 As.
31	6	...	37	33	31·5	37	...	37	37	...	...	...	Ditto.
38	4	...	42	27	25	...	...	...	42	...	...	...	1 A to 2 As.
21	...	...	21	22	19	...	...	...	21	...	...	...	Ditto.
42	26	...	68	70	54	...	...	33	68	...	...	...	Ditto.
74	14	...	88	88	73	...	...	17	46	...	42	...	Ditto.
28	37	...	65	62	51	...	...	35	39	...	26	...	Ditto.
7	48	...	55	52	51	...	...	34	55	...	...	...	Ditto.
30	24	...	54	58	45	...	...	27	54	...	...	...	Ditto.
42	2	...	44	42	39	...	...	15	35	...	15	...	Ditto.
42	11	...	53	48	38	...	...	33	53	...	...	...	Ditto.

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I.—Boys' Schools under Private Management.— (Concluded).		
Jounpore, ...	Church Mission School, ...	Jounpore, ...	1863, ...
	Ditto City School, ...	Ditto, ...	1865, ...
	Ditto School, ...	Zafrabad, ...	1864, ...
Goruckpore, ...	Church Mission School, ...	Goruckpore and Bisharutpore, ...	...
Kumaon, ...	London Mission School, ...	Almorah, ...	1856, ...
	Three American Methodist Episcopalian Mission Schools, ...	Nynee Tal, ...	1864, ...
Gurhwal, ...	Five Ditto ditto ditto, ...	Paori & Srinuggor, &c.	...
Ajmere, ...	Subscription School, ...	Nusseerabad, ...	1866, ...
	Total, ...	...	...
	II.—Girls' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission Girls' School,	Dehra, ...	1859, ...
Saharunpore, ...	Ditto ditto ditto, ...	Saharunpore, ...	1864, ...
Meerut, ...	Church Mission Native Girls' School, ...	Meerut, ...	1856, ...
Moradabad, ...	Four American Methodist Episcopalian Mission Girls' Schools, ...	Moradabad, ...	1865, ...
Budaon, ...	Twelve Municipal Committee's F. Schools, ..	Budaon, ...	1865 to 1868,
Bareilly, ...	Baboo Kalicharan's F. Schools (Inglisgunj),	Bareilly, ...	1866, ...
	American Methodist Episcopalian Mission Orphanage, ...	Ditto, ...	1859, ...
	Two ditto ditto Girls' Schools,	Ditto, ...	1867, ...
Shahjehanpore,	One ditto ditto ditto, ...	Shahjehanpore, ...	Do., ...
Agra, ...	Church Mission Girls' School,* ...	Agra, ...	1864, ...
	St. Joseph's Orphan Girls' School, (Roman Catholic,) ...	Do., ...	1861, ...
	Canning Protestant Girls' School, ...	Do., ...	1864, ...
	Thirty Satti Sabha Girls' Schools, ...	Do, ...	1864 to 1866,
Etawah, ...	Fifteen American Presbyterian Mission Female Schools, ...	Etawah, ...	1863 to 1868,
Mynpoory, ...	Ten ditto ditto Girls' Schools,	Mynpoory, ...	Ditto, ...
Allahabad, ...	Church Mission Girl's City School, ...	Allahabad, ...	1863, ...
Mirzapore, ...	Three London Mission Girls' Schools, ...	Mirzapore, ...	1852 to 1866,
Benares, ...	Two Church Mission Female City Schools,...	Benares, ...	1850 & 1861,
	Ditto Industrial School, ...	Ditto, ...	1867, ...
	Ditto Zenana Schools, ...	Ditto, ...	Do., ...
Azimgurh, ...	Church Mission Girls' Schools, ...	Azimgurh, ...	1864, ...
Jounpore, ...	Ditto ditto, ...	Jounpore, ...	1867, ...
Goruckpore, ...	Ditto ditto, ...	Goruckpore and Bisharutpore, ...	...
	Ninety-three Schools. Total, ...	...	...
	III. Anglo-Vernacular Schools, under Department Public Instruction.		
Meerut, ...	Anglo-Vernacular School, ...	Barout, ...	1866, ...
	Ditto ditto, ...	Dasna, ...	1865, ...
	Ditto ditto, ...	Hapur, ...	1864, ...
Saharunpore, ...	Ditto ditto, ...	Deobund, ...	1866, ...
Allygurh, ...	Ditto ditto, ...	Secundra Rao, ...	1864, ...
	Ditto ditto, ...	Hathras, ...	Do., ...
	Ditto ditto, ...	Atrowli, ...	1865, ...
Budaon, ...	Ditto ditto, ...	Saheswan, ...	1864, ...
Shahjehanpore,	Ditto ditto, ...	Jalalabad, ...	...
	Ditto ditto, ...	Powayan, ...	...
Boolundshuhur,	Ditto ditto, ..	Dibaee, ...	1864, ...
	Ditto ditto, ...	Sikundrabad, ...	Do., ...
	Ditto ditto, ...	Khoorja, ...	Do., ...
	Ditto ditto, ...	Anoopshuhur, ...	1865, ...
Moradabad, ...	Ditto ditto, ...	Amroha, ...	Do., ...
	Ditto ditto, ...	Chandosee, ...	Do., ...
	Vernacular School, ...	Surjan Nager, ...	1860, ...
	Ditto ditto, ...	Tanda Afzal, ...	1867, ...
Bijnour, ...	Ditto ditto, ...	Sherkote, ...	1860, ...
	Ditto ditto, ...	Tajpore, ...	1863, ...
	Ditto ditto, ...	Rehar, ...	1860, ...
	Ditto ditto, ...	Kiratpore, ...	1867, ...
	Ditto ditto, ...	(Gurhi) Dhampore,	1865, ...
	Ditto ditto, ...	Shergurh, ...	1864, ...
	Ditto ditto, ...	Pooraini, ...	1863, ...

DIX E.

General Education, for the year 1867-68.—(Continued).

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

RECEIPTS.

From Government.				
By monthly grants.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
12.	12*a*.	13.	14.	15.	16.
Rs. A. P.	Rs. A. P.	Rs. A. P.	R. A. P.	Rs. A. P.	Rs. A. P.
1,500 0 0	...	450 0 0	...	...	313 12 6
300 0 0	...	325 0 0	...	...	166 11 9
300 0 0	...	625 0 0	...	...	88 10 3
3,000 0 0	450 0 0	...	...	3,909 0 0	303 0 0
2,400 0 0	...	...	...	1,172 0 0	393 0 0
840 0 0	...	...	...	731 0 0	26 0 0
1,680 0 0	...	...	...	...	...
300 0 0	2,000 0 0	171 3 6	...	...	256 10 0
87,743 0 0	8,234 0 0	3,719 15 4	...	44,267 3 1	15,484 1 3
960 0 0	...	...	...	665 0 0	1,008 0 0
120 0 0	...	...	...	200 0 0	...
300 0 0	...	...	...	322 0 0	...
600 0 0	...	...	...	720 0 0	...
360 0 0	...	...	...	360 0 0	5 0 0
110 0 0	...	...	...	75 12 6	...
1,200 0 0	...	...	...	6,608 0 0	...
90 0 0	...	...	...	...	...
60 0 0	...	...	...	...	...
360 0 0	...	...	...	163 12 6	27 1 3
1,200 0 0	...	...	...	...	3,075 0 0
5,400 0 0	2,750 0 0	...	...	1,687 0 0	7,022 11 0
2,640 0 0	...	...	...	3,336 0 0	91 4 0
1,200 0 0	...	...	...	...	...
600 0 0	...	...	...	120 0 0	...
360 0 0	...	...	...	...	...
600 0 0	...	...	...	480 0 0	...
1,560 0 0	...	...	...	1,210 0 0	...
120 0 0	...	...	...	...	...
90 0 0	...	...	...	...	...
600 0 0	...	...	...	312 3 0	...
90 0 0	...	...	...	...	...
600 0 0	50 0 0	...	...	782 0 0	60 0 0
19,220 0 0	2,800 0 0	...	...	17,050 12 0	11,289 0 3
300 0 0	...	...	...	392 12 9	10 0 0
120 0 0	...	...	...	160 0 0	16 3 0
240 0 0	...	...	...	318 2 10	35 8 9
300 0 0	...	...	...	315 8 0	46 12 0
600 0 0	...	...	...	990 0 0	187 11 6
600 0 0	...	...	...	1,200 0 0	110 3 11
600 0 0	...	...	...	600 0 0	57 8 0
300 0 0	...	...	...	300 0 0	50 3 0
200 0 0	...	...	...	...	...
180 0 0	...	...	...	...	...
420 0 0	...	...	...	420 0 0	67 9 0
420 0 0	...	...	...	420 0 0	72 8 0
420 0 0	...	...	...	420 0 0	81 5 0
420 0 0	...	...	...	420 0 0	96 10 0
600 0 0	...	...	...	775 9 0	359 5 6
600 0 0	...	...	540	...	67 8 0
100 0 0	...	...	...	...	...
47 11 10	...	...	...	72 0 0	7 2 0
240 0 0	...	...	...	240 0 0	28 1 0
120 0 0	...	...	...	144 0 0	59 1 0
120 0 0	...	...	...	120 0 0	16 5 0
120 0 0	...	...	...	144 0 0	58 11 0
120 0 0	...	...	...	120 0 0	37 9 0
120 0 0	...	...	...	237 0 0	1 1 0
60 0 0	...	...	...	60 0 0	16 8 0

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I.—Boys' Schools under Private Management,— (Concluded).		
Jounpore, ...	Church Mission School, ...	Jounpore, ...	1863, ...
	Ditto City School, ...	Ditto, ...	1865, ...
Goruckpore, ...	Ditto School, ...	Zafrabad. ...	1864, ...
	Church Mission School, ...	Goruckpore and Bisharutpore, ...	...
Kumaon, ...	London Mission School, ...	Almorah, ...	1850, ...
	Three American Methodist Episcopalian Mission Schools, ...	Nynee Tal, ...	1864, ...
Gurhwal, ...	Five ditto ditto ditto, ...	Paori & Srinugger, &c.	...
Ajmere, ...	Subscription School, ...	Nusseerabad, ...	1866, ...
	Total, ...	...	...
	II.—Girls' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission Girls' School,	Dehra, ...	1859, ...
Saharunpore, ...	Ditto ditto ditto, ...	Saharunpore, ...	1864, ...
Meerut, ...	Church Mission Native Girls' School, ...	Meerut, ...	1856, ...
Moradabad, ...	Four American Methodist Episcopalian Mission Girls' Schools, ...	Moradabad, ...	1865, ...
Budaon, ...	Twelve Municipal Committee's F. Schools,	Budaon, ...	1865 to 1868,
	Baboo Kalicharan's F. School (Inglisgunj),	Bareilly, ...	1866, ...
Bareilly, ...	American Methodist Episcopalian Mission Orphanage, ...	Ditto, ...	1859, ...
	Two ditto ditto Girls' Schools,	Ditto, ...	1867, ...
Shahjehanpore,	One ditto ditto ditto, ...	Shahjehanpore, ...	Do., ...
Agra, ...	Church Mission Girls' School, ...	Agra, ...	1864, ...
	St. Joseph's Orphan Girls' School, (Roman Catholic), ...	Do, ...	1861, ...
	Canning Protestant Girls' School, ...	Do., ...	1864, ...
	Thirty Satti Sabha Girls' Schools, ...	Do., ...	1864 to 1866,
Etawah, ...	Fifteen American Presbyterian Mission Female Schools, ...	Etawah, ...	1863 to 1868,
Mynpoory, ...	Ten ditto ditto Girls' Schools, ...	Mynpoory, ...	Ditto, ...
Allahabad, ...	Church Mission Girls' City School, ...	Allahabad, ...	1863, ...
Mirzapore, ...	Three London Mission Girls' Schools, ...	Mirzapore, ...	1852 to 1866,
Benares, ...	Two Church Mission F. City Schools, ...	Benares, ...	1850 & 1861,
	Ditto Industrial School, ...	Ditto, ...	1867, ...
	Ditto Zenana Schools, ...	Ditto, ...	Do., ...
Azimgurh, ...	Church Mission Girls' Schools, ...	Azimgurh, ...	1864, ...
Jounpore, ...	Ditto ditto, ...	Jounpore, ...	1867, ...
Goruckpore, ...	Ditto ditto, ...	Goruckpore and Bisharutpore, ...	...
	Ninety-three Schools. Total, ...	...	...
	III.—Anglo-Vernacular Schools, under Department Public Instruction.		
Meerut, ...	Anglo-Vernacular School, ...	Barout, ...	1866, ...
	Ditto ditto, ...	Dasna, ...	1865, ...
	Ditto ditto, ...	Hapur, ...	1864, ...
Saharunpore, ...	Ditto ditto, ...	Deobun, ...	1866, ...
Allygurh, ...	Ditto ditto, ...	Secundra Rao, ...	1864, ...
	Ditto ditto, ...	Hathras, ...	Do., ...
	Ditto ditto, ...	Atrowli, ...	1865, ...
Budaon, ...	Ditto ditto, ...	Saheswan, ...	1864, ...
Shahjehanpore,	Ditto ditto, ...	Jalalabad, ...	...
	Ditto ditto, ...	Powayan, ...	...
Boolundshuhur,	Ditto ditto, ...	Dibaee, ...	1864, ...
	Ditto ditto, ...	Sikundrabad, ...	Do., ...
	Ditto ditto, ...	Khoorja, ...	Do., ...
	Ditto ditto, ...	Anoopshuhur, ...	1865, ...
Moradabad, ...	Ditto ditto, ...	Amroha, ...	Do., ...
	Ditto ditto, ...	Chandosee, ...	Do., ...
	Vernacular School, ...	Surjan Nagor, ...	1860, ...
Bijnore, ...	Ditto ditto, ...	Tanda Afzal, ...	1867, ...
	Ditto ditto, ...	Sherkote, ...	1860, ...
	Ditto ditto, ...	Tajpore, ...	1863, ...
	Ditto ditto, ...	Rehar, ...	1860, ...
	Ditto ditto, ...	Kiratpore, ...	1867, ...
	Ditto ditto, ...	(Gurhi) Dhampore,	1865, ...
	Ditto ditto, ...	Shergurh, ...	1864, ...
	Ditto ditto, ...	Pooraini, ...	1863, ...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT.)

Receipts.—(*Concluded*)			Charges.		
Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.
17.	18.	19.	20.	21.	22.
Rs. A. P.	R. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
...	...	2,263 12 6	2,209 0 0	249 3 9	2,458 3 9
...	...	791 11 9	744 0 0	16 0 3	760 0 3
...	...	1,013 10 3	888 10 0	155 13 3	1,044 7 3
30 0 0	60 0 0	7,752 0 0	6,253 0 0	1,454 0 0	7,707 0 0
276 12 6	2,400 0 0	6,641 12 6	3,487 0 0	543 1 9	4,030 1 9
...	...	1,597 0 0	1,680 0 0	...	1,680 0 0
...	744 5 3	2,424 5 3	2,206 0 0	218 5 3	2,424 5 3
...	...	2,727 13 6	960 0 0	2,024 5 3	2,984 5 3
3,436 12 6	32,270 11 6	1,95,155 11 8	1,67,463 14 8	21,030 9 4	1,88,494 8 0
...	1,958 0 0	4,591 0 6	4,565 0 0	...	4,565 0 0
...	...	320 0 0	320 0 0	...	320 0 0
...	480 0 0	1,102 0 0	1,102 0 0	...	1,102 0 0
...	...	1,320 0 0	1,200 13 0	48 0 0	1,248 13 0
...	47 13 0	772 13 0	427 12 3	90 14 6	518 10 9
...	...	185 12 6	165 0 0	20 12 6	185 12 6
...	...	7,808 0 0	7,808 0 0	...	7,808 0 0
...	...	90 0 0	90 0 0	...	90 0 0
...	...	60 0 0	60 0 0	...	60 0 0
...	...	550 13 9	525 13 6	...	525 13 6
...	...	4,275 0 0	5,346 0 0	...	5,346 0 0
...	1,017 6 3	17,877 1 3	10,556 15 9	6,924 3 9	17,481 3 6
211 10 0	50 0 0	6,328 14 0	6,412 15 0	516 15 5	6,929 14 5
...	198 0 9	1,398 0 9	1,198 0 9	...	1,198 0 9
...	337 3 0	1,057 3 0	1,057 3 0	...	1,057 3 0
...	..	360 0 0	331 0 0	...	331 0 0
...	454 8 11	1,534 8 11	1,256 9 5	...	1,256 9 5
...	...	2,779 0 0	2,620 0 0	...	2,620 0 0
...	...	120 0 0	120 0 0	...	120 0 0
...	...	90 0 0	90 0 0	...	90 0 0
...	...	912 3 0	649 6 6	135 9 0	784 15 6
...	...	90 0 0	90 0 0	...	90 0 0
6 0 0	12 0 0	1,510 0 0	1,250 0 0	300 0 0	1,550 0 0
217 10 0	4,554 15 11	55,132 6 2	47,242 9 2	8,036 7 2	55,279 0 4
...	...	702 12 9	499 2 9	15 1 0	514 3 9
...	...	296 3 0	270 0 0	26 3 0	296 3 0
...	...	593 11 7	550 10 11	43 0 8	593 11 7
...	...	662 4 0	415 8 0	41 0 0	456 8 0
...	...	1,777 11 6	1,368 10 6	62 15 6	1,431 10 0
...	...	1,910 3 11	1,035 9 0	108 11 0	1,144 4 0
...	...	1,257 8 0	858 0 0	116 10 0	974 10 0
...	...	650 3 0	600 0 0	15 6 0	615 6 0
...	...	200 0 0	200 0 0	..	200 0 0
...	...	180 0 0	180 0 0	...	180 0 0
...	...	907 9 0	744 0 0	154 10 0	898 10 0
...	...	912 8 0	987 5 8	96 8 0	1,083 13 8
...	...	921 5 0	888 0 0	60 3 0	948 3 0
...	...	936 10 0	888 0 0	48 10 0	936 10 0
...	...	1,734 14 6	1,716 15 5	29 13 9	1,746 13 2
...	...	1,207 8 0	1,140 0 0	13 7 0	1,153 7 0
...	...	100 0 0	100 0 0	...	100 0 0
...	...	126 13 10	119 11 10	7 2 0	126 13 10
...	...	508 1 0	420 0 0	28 1 0	448 1 0
...	...	323 1 0	264 0 0	59 1 0	323 1 0
...	...	256 5 0	216 0 0	16 5 0	232 5 0
...	...	322 11 0	216 0 0	58 11 0	274 11 0
...	...	277 9 0	240 0 0	37 9 0	277 9 0
...	...	358 1 0	276 1 9	1 1 0	277 2 9
...	...	136 8 0	120 0 0	16 8 0	136 8 0

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	I.—Boys' Schools under Private Management. (Concluded.)		
Jounpore, ...	Church Mission School, ...	Jounpore, ...	1863, ...
	Ditto City School, ...	Ditto, ...	1865, ...
	Ditto School, ...	Zafrabad, ...	1864, ...
Goruckpore, ...	Church Mission School, ...	Goruckpore and Bisharutpore, ...	...
Kumaon, ...	London Mission School, ...	Almorah, ...	1850, ...
	Three American Methodist Episcopalian Mission Schools, ...	Nynee Tal, ...	1864, ...
Gurhwal, ...	Five ditto ditto ditto, ...	Paori & Srinugger, &c.	...
Ajmere, ...	Subscription School, ...	Nusseerabad, ...	1866, ...
	Total, ...	...	...
	II.—Girls' Schools under Private Management.		
Dehra Doon, ...	American Presbyterian Mission Girls' School,	Dehra, ...	1859, ...
Saharunpore, ...	Ditto ditto ditto, ...	Saharunpore, ...	1864, ...
Meerut, ...	Church Mission Native Girls' School, ...	Meerut, ...	1856, ...
Moradabad, ...	Four American Methodist Episcopalian Mission Girls Schools, ...	Moradabad, ...	1865, ...
Budaon, ...	Twelve Municipal Committee's F. Schools,...	Budaon, ...	1865 to 1868,
Bareilly, ...	Baboo Kalicharan's F. Schools (Inglisgunj),	Bareilly, ...	1866, ...
	American Methodist Episcopalian Mission Orphanage, ...	Ditto. ...	1859, ...
	Two ditto ditto Girls' Schools,	Ditto. ...	1867, .
Shahjehanpore,	One ditto ditto ditto,	Shahjehanpore, ...	Do., ...
Agra, ...	Church Mission Girls' School, ...	Agra, ...	1864, ...
	St. Joseph's Orphan Girls' School, (Roman Catholic), ...	Do., ...	1861, ...
	Canning Protestant Girls' School, ...	Do., ...	1864, ...
	Thirty Satti Sabha Girls' Schools, ...	Do., ...	1864 to 1866,
Etawah, ...	Fifteen American Presbyterian Mission Female Schools, ...	Etawah, ...	1863 to 1868,
Mynpoory, ...	Ten ditto ditto Girls' Schools,	Mynpoory, ...	Ditto, ...
Allahabad, ...	Church Mission Girls' City School, ...	Allahabad, ...	1863, ...
Mirzapore, ...	Three London Mission Girls' Schools, ...	Mirzapore, ...	1852 to 1866,
Benares, ...	Two Church Mission F. City Schools, ...	Benares, ...	1850 & 1861,
	Ditto Industrial School, ...	Ditto, ...	1867, ...
	Ditto Zenana Schools, ...	Ditto, ...	Do., ...
Azimgurh, ...	Church Mission Girls' Schools, ...	Azimgurh, ...	1864, ...
Jounpore, ...	Ditto ditto ...	Jounpore, ...	1867, ...
Goruckpore, ...	Ditto ditto ...	Goruckpore and Bisharutpore, ...	...
	Ninety-three Schools. Total, ...	...	...
	III.—Anglo-Vernacular Schools, under Department Public Instruction,		
Meerut, ...	Anglo-Vernacular School, ...	Barout, ...	1866, ...
	Ditto ditto, ...	Dasna, ...	1865, ...
	Ditto ditto, ...	Hapur, ...	1864, ...
Saharunpore, ...	Ditto ditto, ...	Deobun, ...	1866, ...
Allygurh, ...	Ditto ditto, ...	Secundra Rao, ...	1864, ...
	Ditto ditto, ...	Hathras, ..	Do , ...
	Ditto ditto, ...	Atrowli, ...	1865, ...
Budaon, ...	Ditto ditto, ...	Saheswan, ...	1864 ...
Shahjehanpore,	Ditto ditto, ...	Jalalabad, ...	...
	Ditto ditto, ...	Powayan, ...	...
Boolundshuhur,	Ditto ditto, ..	Dibaee, ...	1864, ...
	Ditto ditto, ...	Sikundrabad, ...	Do., ...
	Ditto ditto, ...	Khoorja, ...	Do , ...
	Ditto ditto, ...	Anoopshuhur, ...	1865, ...
Moradabad, ...	Ditto ditto, ...	Amroha, ...	Do., ...
	Ditto ditto, ...	Chandosee, ...	Do , ...
	Vernacular School, ...	Surjan Nagur, ...	1860, ...
	Ditto ditto, ...	Tanda Afzal, ...	1867, ...
Bijnour, ...	Ditto ditto, ...	Sherkote, ...	1860, ...
	Ditto ditto, ...	Tajpore, ...	1863, ...
	Ditto ditto, ...	Rehar, ...	1860, ...
	Ditto ditto, ...	Kiratpore, ...	1867, ...
	Ditto ditto, ...	(Gurhi) Dhampore,	1865, ...
	Ditto ditto, ...	Shergurh, ...	1864, ...
	Ditto ditto, ...	Pooralni, ...	1863, ...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Difference between Receipts and Charges.		Annual Cost of Educating each Pupil.		
Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	Remarks.
23.	24.	25.	26.	27.
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
..	194 7 3	46 6 1	28 4 9	
31 11 6	...	8 7 1	3 5 4	
...	30 13 0	18 10 4	5 5 8	
45 0 0	...	18 8 10	8 5 0	
2,611 10 9	...	19 4 6	11 7 8	
...	83 0 0	13 0 0	6 8 0	
...	...	11 1 1	7 10 3	
...	256 7 9	13 1 11	4 0 0	
9,729 2 0	3,067 14 4	21 13 1	11 6 7	
26 0 0	...	93 2 7	19 9 5	
...	...	11 12 0	4 8 0	
...	...	28 4 1	7 11 0	
71 3 0	...	12 7 8	5 8 10	
254 2 3	...	3 10 10	2 8 10	
...	...	10 5 2	6 1 6	
...	...	63 0 10	9 7 2	
...	...	...	...	
...	...	...	...	
25 0 3	...	17 4 0	11 12 10	
...	1,071 0 0	35 10 2	8 0 0	
395 13 9	...	388 7 5	180 1 4	
...	601 0 5	7 7 4	2 13 5	
200 0 0	...	6 3 10	6 4 0	
...	...	5 13 5	3 5 0	
29 0 0	...	9 11 9	10 9 5	
277 15 6	...	13 7 8	6 7 2	
359 0 0	...	18 11 5	11 2 3	
...	...	...	...	
...	...	...	...	
327 3 6	...	15 11 2	12 0 0	
...	...	...	...	
...	40 0 0	23 7 9	9 13 6	
1,565 6 3	1,712 0 5	24 11 10	9 13 8	
188 9 0	...	18 5 10	10 11 5	
...	...	5 6 2	2 2 11	
...	...	12 10 1	5 1 8	
205 12 0	...	12 0 3	7 14 4	
346 1 6	...	21 11 1	9 1 5	
765 15 11	...	31 12 7	16 10 8	
282 14 0	...	46 6 7	28 9 1	
34 13 0	...	27 9 2	13 10 2	
...	...	...	...	
...	...	...	...	
8 15 0	...	8 15 9	4 3 2	
...	*171 5 8	15 4 3	5 14 8	* Paid from savings of last year.
...	†26 14 0	17 3 10	7 10 2	† Ditto ditto
...	...	19 1 10	8 9 2	
...	11 14 8	18 6 2	6 5 1	
54 1 0	...	34 15 3	18 2 11	
...	...	3 11 3	3 11 3	
...	...	5 12 1	2 4 9	
60 0 0	...	6 6 5	3 6 10	
...	...	3 10 9	1 6 11	
24 0 0	...	3 11 11	1 3 4	
48 0 0	...	5 4 6	2 4 11	
...	...	4 12 7	2 1 1	
80 14 3	...	6 9 7	2 13 2	
...	...	2 13 6	1 4 0	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	III.—Anglo-Vernacular Schools under Department Public Instruction—.(Continued.)		
Agra, ...	Anglo-Vernacular School, ...	Futtehpore Secri, ...	1864, ...
	Ditto ditto, .	Ferozabad, ...	1859, ...
	Ditto ditto, .	Etmadpore, ...	1864, ...
	Ditto ditto, ...	Tajgunj, ...	1862, ...
	Ditto ditto, ...	Fattehabad, ...	1866, ...
Cawnpore, ...	Ditto ditto, ...	Derapore, ...	Different dates, ...
	Ditto ditto, ...	Bithoor, ...	
	Ditto ditto, ...	Sangawan, ...	
	Ditto ditto, ...	Bilhour, ...	
	Ditto ditto, ...	Ghatumpore, ...	
	Ditto ditto, ...	Narwal, ...	
	Ditto ditto, ...	Najafgurh, ...	
	Ditto ditto, ...	Sheoli, ...	
	Ditto ditto, ...	Akberpore, ...	
	Ditto ditto, ...	Khamela, ...	
	Ditto ditto, ...	Rasoolabad, ...	
	Ditto ditto, ...	Sachendi, ...	
	Ditto ditto, ...	Khanpore, ...	
Furruckabad, ...	Ditto ditto, ...	Chubramow, ...	
	Ditto ditto, ...	Shumsabad, ...	
	Ditto ditto, ...	Tirwa, ...	
	Ditto ditto, ...	Jalalabad, ...	
	Ditto ditto, ...	Behar, ...	
	Ditto ditto, ...	Kaimgunj, ...	
Humeerpore, ...	Ditto ditto, ...	Mahoba, ...	1866, ...
Mynpoory, ...	Ditto ditto, ...	Shikohabad, ...	Different dates, ...
	Ditto ditto, ...	Bhogaon, ...	
Jhansie, ...	Ditto ditto, .	Gurserai, ...	
	Ditto ditto, ...	Mow, ...	
Jaloun, ...	Ditto ditto, ...	Calpee, ...	1863, ...
Etawah, ...	Ditto ditto, ...	Phappoond, ...	1866, ...
Muttra, ...	Ditto ditto, ..	Bindrabun, ...	...
Benares, ...	Ditto ditto, ...	Bharthara, ...	1866, ...
	Ditto ditto, ...	Sakaldeha, ...	1867, ...
	English School, Delhie Princes,	(Shivala) Benares,	1868, ...
Allahabad, ...	Anglo-Vernacular School,	Kurchhana, ...	1864, ...
	Ditto ditto, ...	Phoolpore, ...	1863, ...
	Ditto ditto, ..	Handia, ...	1865, ...
	Ditto ditto, ...	Kura, ...	Do., ...
	Ditto ditto, ...	Menjha, ...	1867, ...
Banda, ...	Ditto ditto, ...	Kirwee, ...	...
Bustee, ...	Ditto ditto, .	Bansee, ...	1867, ...
Futtehpore, ...	Ditto ditto, .	Kora, ...	1864, ...
	Ditto ditto, ...	Badanmow, ...	Do., ...
	Ditto ditto, ..	Hanswa, ...	Do., ...
	Ditto ditto, . .	Kote, ...	1865, ...
	Ditto ditto, . .	Dhatta, ...	1866, ...
	Ditto ditto, ...	Pormaee, ...	Do., ...
	Ditto ditto, ..	Huthgaon, ...	Do., ...
	Ditto ditto, ..	Sah, ...	1867, ...
	Ditto ditto, ...	Kishenpore, ...	Do., ...
Ghazeepore, ...	Ditto ditto, .	Bullia, ...	1862, ...
Goruckpore, ...	Ditto ditto, ...	Gola Bazar, ...	1867, ...
	Ditto ditto, ..	Rooderpore, ...	Do., ...
	Ditto ditto, .	Pudrouna, ...	Do., ...
	Ditto ditto,	Barhaj, ...	1868, ...
	Ditto ditto, ..	Deona Khas, ...	Do., ...
Mirzapore, ...	Ditto ditto,	Tankohi, ...	Do., ...
	Ditto ditto,	Adulpoora, ...	1866, ...
	Ditto ditto,	Sikunderpore, ...	...
	Ditto ditto,	Sekhur, ...	...
	Ditto ditto,	Baraitha, ...	...
	Ditto ditto,	Bijaipore, ...	...
	Ditto ditto, ...	Kuchhwa, ...	...
Ajmere, ...	Umrat Singh's Vernacular School, ...	Ajmere, ...	1861, ...
	Dhanna Lall's ditto, .	Do., ...	1865, ...
	Suraj Mull's ditto,	Do., ...	1866, ...
	Subscription ditto, ...	Pranhera, ...	1867, ...
	Ditto ditto, ...	Ararka, ...	1868, ...
	Total, ...	... ...	... ...
	Grand Total, ...	... ...	... ...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.
Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi (Nagri.)	Bengali.	
4.	5.	6.	7.	8.	9	10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.
54	49	...	103	100·75	74·48	31	3	25	60	...	55	...	2 to 4 As.
37	7	...	44	40·83	31·70	44	...	19	25	...	15	...	1 A. to 4 As.
22	1	...	23	24·5	21·52	23	...	12	10	...	15	...	1 A. to 2 As.
14	16	...	30	39	26·79	30	...	5	10	...	30	...	Ditto.
21	9	...	30	32.33	27·53	30	4	27	27	...	30	...	2 to 4 As.
29	18	...	47	39·24	33·53	47	...	4	9	...	43	...	Various.
34	...	...	34	33·52	31·42	34	...	3	5	...	29	...	Do.
23	...	...	23	21 96	20·57	23	...	...	...	...	23	...	Do.
44	5	...	49	47·44	39·92	49	...	6	24	...	22	...	Do.
22	4	...	26	25·66	22·14	26	...	5	7	...	14	...	Do.
30	...	...	30	29·19	27·34	30	...	...	7	...	30	...	Do.
32	...	...	32	30·95	29·64	32	...	...	...	...	32	...	Do.
15	...	...	15	39·35	29·27	15	...	2	4	...	9	...	Do.
45	2	...	47	39·13	32·01	47	...	5	15	...	32	...	Do.
16	...	...	16	15·67	12·99	16	...	...	...	...	16	...	Do.
32	2	...	34	32·24	30·25	34	...	9	9	...	25	...	...
16	...	...	16	15·58	12 12	16	...	...	...	...	16	...	...
16	...	...	16	16·81	11 91	16	...	...	...	...	16	...	...
54	2	...	56	60·93	92·99	56	...	...	...	...	...	...	...
23	7	...	30	31·31	28·01	30	...	...	...	...	...	...	...
17	2	1	20	21·49	13·55	20	...	...	3	...	19	...	...
24	...	...	24	27·41	19·7	24	...	...	17	...	7	...	...
12	...	...	12	14·08	11·24	12	...	8	5	...	7	...	...
21	10	...	31	24·75	19·28	31	...	...	...	...	...	...	...
9	3	...	12	15	13	12	...	...	...	...	...	...	...
32	...	...	32	32 31	28·85	32	...	...	2	...	22	...	...
27	2	...	29	30·56	24·23	29	...	...	20	...	9	...	...
22	2	...	24	30	20	24	...	...	...	...	...	...	...
8	2	...	10	22	17	10	...	...	...	...	...	...	...
36	4	...	40	28	19·13	40	...	...	6	7	...	...	4 Annas.
93	7	...	100	84·85	72·63	100	...	14	100	...	100	...	...
70	...	...	70	71	65·66	70	...	...	...	...	...	...	4 to 8 As.
50	...	...	50	47·5	34·9	23	...	...	...	...	50	...	1 Anna.
57	25	...	82	54	35·26	57	...	25	25	...	57	...	...
...	21	...	21	21	21	21	...	21	..	...	...	...	...
28	12	...	40	51·25	40·7	40	...	...	40	...	...	...	1 Anna.
42	42	...	84	108	75·69	57	4	47	57	...	27	..	Do.
22	8	...	30	44·5	34·54	30	2	15	24	...	6	...	2 Annas.
8	42	...	50	69·5	50 89	50	3	28	50	...	8	...	1 Anna.
27	16	...	43	52	37·56	20	...	...	25	...	28	...	Do.
47	9	...	56	113·45	37·79	47	4	3	...	...	14	...	1 A. to 2 As.
42	18	...	60	41·86	48·04	60	...	...	60	...	60	...	2 to 4 As.
22	37	...	59	46·41	48·57	45	5	50	30	...	9	...	1 A. to 2 As.
...	33	...	33	29·66	22·02	33	...	12	33	...	...	...	Ditto.
34	14	...	48	36·66	32 2	48	...	28	48	...	...	...	Ditto.
...	95	...	95	76·6	72·25	95	...	30	95	...	...	...	Ditto.
38	4	...	42	34	30·19	42	...	10	42	...	...	...	Ditto.
25	9	...	34	31·17	22·79	34	...	...	25	...	9	...	Ditto.
41	25	...	66	60	56·17	50	...	20	50	...	20	...	Ditto.
82	3	...	85	70·18	66·21	41	...	19	20	...	66	...	Ditto.
66	...	...	66	57·33	53·53	30	...	...	10	...	66	...	Ditto.
46	5	...	51	46·2	34·1	51	...	...	51	...	...	...	2 Annas.
81	1	...	82	98·5	71·01	82	...	7	36	...	40	...	1 A. to 2 As.
68	1	...	69	71·25	59·49	30	...	12	25	...	12	...	Ditto.
61	20	...	81	81	53 46	81	...	...	34	...	47	...	Ditto.
98	3	...	101	101	75·9	101	...	...	...	..	101	...	Ditto.
25	15	...	40	40	35·41	40	...	...	9	...	31	...	Ditto.
23	2	...	25	25	21·81	25	...	...	...	...	25	...	Ditto.
75	26	...	101	120	65·68	51	...	5	40	...	60	...	Ditto.
59	6	...	65	62 1	54·13	65	...	...	...	...	65	...	Ditto.
86	4	...	90	88 15	63·04	65	...	...	30	...	50	...	Ditto.
32	...	...	32	30·35	42 58	32	...	...	...	...	32	...	Ditto.
35	20	...	55	53·2	48·25	35	...	...	...	...	30	...	Ditto.
63	21	...	84	84 15	72·2	75	...	10	28	...	35	...	Ditto.
57	...	...	57	52·3	49·6	...	...	...	...	...	57	...	1 A. to 4 As.
56	1	...	57	53 6	45·9	...	...	...	...	...	57	...	1 A to 12 As.
29	...	...	29	29·3	19·9	...	...	...	...	...	29	...	1 A. to 4 As.
25	...	...	25	21·5	15·8	...	...	...	...	...	25	...	1 A. to 2 As.
24	...	...	24	18·3	17	...	...	...	...	...	24	...	1 A. to 4 As
3,375	1,046	3	4,424	4,413·81	3,646·46	3,263	25	1,089	2,169	7	1,837	...	
11,179	2,974	2,005	16,158	15,539·59	12,975 79	9,357	74	3,450	7,650	134	7,170	101	

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.		Locality.	When Established.
1.		2.	3.
	III.—Anglo Vernacular Schools under Department Public Instruction.—(Continued.)		
Agra, ...	Anglo Vernacular School, ...	Futtehpore Secri,...	1864, ...
	Ditto ditto, ...	Ferozabad, ...	1859, ...
	Ditto ditto. ...	Etmadpore, ...	1864, ...
	Ditto ditto, ...	Tajgunj, ...	1862, ...
	Ditto ditto, ...	Fattehabad, ...	1866, ...
Cawnpore, ...	Ditto ditto, ...	Derapore, ...	Different dates.
	Ditto ditto, ...	Bithoor, ...	
	Ditto ditto, ...	Sangawan, ...	
	Ditto ditto, ...	Bilhour, ...	
	Ditto ditto, ...	Ghatumpore, ...	
	Ditto ditto, ...	Narwal, ...	
	Ditto ditto, ...	Najafgurh, ...	
	Ditto ditto, ...	Sheoli, ...	
	Ditto ditto, ...	Akberpore, ...	
	Ditto ditto, ..	Khamela, ...	
	Ditto ditto, ...	Rasoolabad, ...	
	Ditto ditto, ...	Sachendi, ...	
Furruckabad, ...	Ditto ditto, ...	Khanpore, ...	
	Ditto ditto, ...	Chubramow, ...	
	Ditto ditto, ...	Shumshabad, ...	
	Ditto ditto, ...	Tirwa, ...	
	Ditto ditto, ...	Jalalabad, ...	
	Ditto ditto, ...	Behar, ...	
	Ditto ditto, ...	Kaimgunj, ...	
Humeerpore, ...	Ditto ditto, ...	Mahoba, ...	1866, ...
Mynpoory, ...	Ditto ditto, ...	Shikohabad, ...	Different dates.
	Ditto ditto, ...	Bhogaon, ...	
Jhansie, ...	Ditto ditto, ...	Gurserai, ...	
	Ditto ditto, ...	Mow, ...	
Jaloun, ...	Ditto ditto, ...	Calpee, ...	1863, ...
Etawah, ...	Ditto ditto, ...	Phappoond, ...	1866, ...
Muttra, ...	Ditto ditto, ...	Bindrabun, ...	...
Benares, ...	Ditto ditto, ...	Bharthara, ...	1866, ...
	Ditto ditto, ...	Sakaldeha, ...	1867, ...
	English School, Delhi Princes, ...	(Shivala) Benares,	1868, ...
Allahabad, ...	Anglo-Vernacular School, ...	Kurchhuna, ...	1864, ...
	Ditto ditto, ...	Phoolpore, ...	1863, ...
	Ditto ditto, ...	Handia, ...	1865, ...
	Ditto ditto, ...	Kura, ...	Do., ...
	Ditto ditto, ...	Menjah, ...	1867, ...
Banda, ...	Ditto ditto, ...	Kirwee, ...	...
Bustee, ...	Ditto ditto, ...	Bansee, ...	1867, ...
Futtehpore, ...	Ditto ditto, ...	Kora, ...	1864, ...
	Ditto ditto, ...	Badanmow, ...	Do, ...
	Ditto ditto, ..	Hanswa, ...	Do., ...
	Ditto ditto, ...	Kote, ...	1865, ...
	Ditto ditto, ...	Dhatta, ...	1866, ...
	Ditto ditto, ...	Pormaee, ...	Do, ...
	Ditto ditto, ...	Huthgaon, ...	Do, ...
	Ditto ditto, ...	Sah, ...	1867, ...
	Ditto ditto, ...	Kishenpore, ...	Do., ...
Ghazeepore, ...	Ditto ditto, ...	Bullia, ...	1862, ...
Goruckpore, ...	Ditto ditto, ...	Gola Bazar, ...	1867, ...
	Ditto ditto, ...	Rooderpore, ...	Do., ...
	Ditto ditto, ...	Pudrouna, ...	Do., ...
	Ditto ditto, ...	Barhaj, ...	1868, ...
	Ditto ditto, ...	Deona Khas, ...	Do., ...
	Ditto ditto, ..	Tankohi, ...	Do., ...
Mirzapore, ...	Ditto ditto, ...	Adulpoora, ...	1866, ...
	Ditto ditto, ...	Sikunderpore, ...	...
	Ditto ditto, ...	Sekhur, ...	...
	Ditto ditto, ...	Baraitha, ...	...
	Ditto ditto, ...	Bijaipore, ...	...
	Ditto ditto, ...	Kuchhwa, ...	...
Ajmere, ...	Umrat Singh's Vernacular School, ...	Ajmere, ...	1861, ...
	Dhanna Lall's ditto, ...	Ditto, ...	1865, ...
	Suraj Mall's ditto, ...	Ditto, ...	1866, ...
	Subscription ditto, ...	Pranhera, ...	1867, ...
	Ditto ditto, ...	Ararka, ...	1868, ...
	Total, ...	... ...	... ...
	Grand Total, ...	... ...	... ...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

RECEIPTS.

From Government.		Proceeds of Endowments.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
By monthly grants.	Special or building grant.				
12.	12a.	13.	14.	15.	16.
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
800 13 9	...	565 0 0	...	108 0 0	55 4 0
305 0 0	...	...	...	82 5 10	54 15 0
300 0 0	...	...	...	...	24 9 0
300 0 0	...	...	...	...	43 7 0
150 2 5	...	...	170 5 2	15 0 0	20 0 0
539 8 1	...	...	520 9 0	...	...
281 4 11	...	...	...	6 15 0	...
251 9 11	...	...	180 0 0	...	...
180 5 0	...	...	182 6 3	...	...
240 5 0	...	...	174 12 0	...	...
238 6 0	...	...	128 0 0	...	...
180 5 0	...	...	110 0 0	...	...
180 5 0	...	...	60 0 0	...	...
300 5 0	...	...	103 0 0	...	60 0 0
180 5 0	...	...	121 0 0	...	...
180 5 0	...	...	349 0 5	...	...
180 5 0	...	...	90 0 0	...	...
180 5 0	...	...	180 0 0	...	54 8 0
388 8 0	...	...	178 0 0	81 11 4	84 12 0
191 5 4	...	...	180 0 0	8 14 0	24 12 0
176 7 2	...	...	300 0 0	...	18 6 0
160 6 2	...	...	74 0 0	...	...
176 7 5	...	...	40 7 0	...	57 10 0
191 5 4	...	...	180 0 0	...	15 6 0
300 0 0	...	...	...	302 15 0	41 4 0
180 0 0	...	...	26 0 0	50 0 0	25 0 0
173 0 6	...	...	44 8 0	...	...
321 1 3	...	...	400 11 1	...	33 14 0
244 1 7	...	...	113 5 0	...	68 12 0
600 0 0	...	...	...	...	267 12 0
594 15 0	...	...	180 0 0	255 5 4	122 0 0
309 13 6	...	...	...	...	11 13 0
152 1 0	...	...	60 0 0	192 0 0	...
182 1 0	...	...	168 0 0	221 0 0	...
22 8 0	...	...	...	22 8 0	39 5 0
337 0 6	...	...	360 0 0	...	64 0 0
503 3 0	...	...	300 0 0	...	19 4 0
436 13 0	...	...	300 0 0	...	25 1 0
439 1 2	...	...	303 8 1	...	7 0 0
142 8 10	...	...	300 0 0	...	42 0 0
528 0 0	...	...	284 0 0	127 9 4	35 6 0
469 15 0	...	...	324 0 0	...	...
245 3 6	...	...	...	1,260 0 0	19 8 0
181 14 6	...	...	...	228 0 0	34 3 0
263 2 6	...	...	...	180 0 0	58 14 0
182 7 6	...	...	...	252 0 0	30 0 0
153 3 6	...	...	...	204 0 0	20 8 0
180 9 6	...	...	...	180 0 0	55 8 0
488 3 6	...	...	...	349 12 11	39 8 0
575 10 6	...	...	...	180 0 0	20 12 0
209 6 6	...	...	...	75 0 0	67 9 5
327 5 8	...	480 0 0	...	168 0 0	18 0 0
305 0 0	...	...	...	...	38 2 0
303 8 0	...	...	300 0 0	25 0 0	24 4 6
105 0 0	...	...	110 0 0	...	2 0 0
7 4 2	...	...	20 0 0	...	2 0 0
18 11 4	...	...	20 0 0	1 0 0	1 0 0
9 10 10	...	...	20 0 0	1 0 0	30 0 0
240 0 0	...	...	...	240 0 0	35 0 0
180 0 0	...	...	...	180 0 0	36 0 0
240 0 0	...	...	...	240 0 0	18 0 0
180 0 0	...	...	...	180 0 0	55 0 0
240 0 0	...	...	...	240 0 0	90 0 0
240 0 0	...	...	...	240 0 0	43 9 0
168 0 0	...	...	...	...	42 12 0
40 0 0	...	...	...	...	17 0 0
20 0 0	...	...	...	...	7 8 0
20 0 0	...	...	...	...	10 0 0
10 0 0	...	...	...	...	
24,687 6 2	...	1,045 0 0	7,495 8 0	13,767 1 4	3,616 0 1
1,31,650 6 2	11,034 0 0	4,764 15 4	7,495 8 0	75,085 0 5	30,389 1 7
1,42,684 6 2					

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

	Name of Institution.	Locality.	When Established.
	1.	2.	3.
	III.—Anglo-Vernacular Schools under Department Public Instruction.—(Continued.)		
Agra, ...	Anglo-Vernacular School, ...	Futtehpore Seeri,...	1864, ...
	Ditto ditto, ...	Ferozabad, ...	1859, ...
	Ditto ditto, ...	Etmadpore, ...	1864, ...
	Ditto ditto, ...	Tajgunj, ...	1862, ...
	Ditto ditto, ...	Fattehabad, ...	1866, ...
Cawnpore, ...	Ditto ditto, ...	Derapore, ...	Different dates, ...
	Ditto ditto, ...	Bithoor, ...	
	Ditto ditto, ...	Sangawan, ...	
	Ditto ditto, ...	Bilhour, ...	
	Ditto ditto, ...	Ghatumpore, ...	
	Ditto ditto, ...	Narwal, ...	
	Ditto ditto, ...	Najafgurh, ...	
	Ditto ditto, ...	Sheoli, ...	
Furruckabad, ...	Ditto ditto, ...	Akberpore, ...	
	Ditto ditto, ...	Khamela, ...	
	Ditto ditto, ...	Rasoolabad, ...	
	Ditto ditto, ...	Sachendi, ...	
	Ditto ditto, ...	Khanpore, ...	
	Ditto ditto, ...	Chubramow ...	
	Ditto ditto, ...	Shumshabad, ...	
	Ditto ditto, ...	Tirwa, ...	
	Ditto ditto, ...	Jalalabad, ...	
	Ditto ditto, ...	Behar, ...	
	Ditto ditto, ...	Kaimgunj, ...	
Humeerpore, ...	Ditto ditto, ...	Mahoba, ...	1866, ...
Mynpoory, ...	Ditto ditto, ...	Shikoabad, ...	Different dates, ...
	Ditto ditto, ...	Bhogaon, ...	
Jhansie, ...	Ditto ditto, ...	Gurserai, ...	
	Ditto ditto, ...	Mow, ...	
Jaloun, ...	Ditto ditto, ...	Calpee, ...	1869, ...
Etawah, ...	Ditto ditto, ...	Phappoond, ...	1866, ...
Muttra, ...	Ditto ditto, ...	Bindrabun, ...	...
Benares, ...	Ditto ditto, ...	Bharthara, ...	1866, ...
	Ditto ditto, ...	Sakaldeha, ...	1867, ...
	English School, Delhi Princes, ...	(Shivala) Benares,	1868, ...
Allahabad, ...	Anglo-Vernacular School, ...	Kurchhuna, ...	1864, ...
	Ditto ditto, ...	Phoolpore, ...	1863, ...
	Ditto ditto, ...	Handia, ...	1865, ...
	Ditto ditto, ...	Kura, ...	Do., ...
	Ditto ditto, ...	Menjha, ...	1867, ...
Banda, ...	Ditto ditto, ...	Kirwee, ...	...
Bustee, ...	Ditto ditto, ...	Bansee, ...	1867, ...
Futtehpore, ...	Ditto ditto, ...	Kora, ...	1864, ...
	Ditto ditto, ...	Badanmow, ...	Do., ...
	Ditto ditto, ...	Hanswa, ...	Do., ...
	Ditto ditto, ...	Kote, ...	1865, ...
	Ditto ditto, ...	Dhatta, ...	1866, ...
	Ditto ditto, ...	Poormaee, ...	Do., ...
	Ditto ditto, ...	Huthgaon, ...	Do., ...
	Ditto ditto, ...	Sah, ...	1867, ...
	Ditto ditto, ...	Kishenpore, ...	Do., ...
Ghazeepore, ...	Ditto ditto, ...	Bullia, ...	1862, ...
Goruckpore, ...	Ditto ditto, ...	Gola Bazar, ...	1867, ...
	Ditto ditto, ...	Rooderpore, ...	Do., ...
	Ditto ditto, ...	Pudrouna, ...	Do., ...
	Ditto ditto, ...	Barhaj, ...	1868, ...
	Ditto ditto, ...	Deona Khas, ...	Do., ...
	Ditto ditto, ...	Tankohi, ...	Do., ...
Mirzapore, ...	Ditto ditto, ...	Adulpoora, ...	1866, ...
	Ditto ditto, ...	Sikunderpore, ...	...
	Ditto ditto, ...	Sekhur, ...	...
	Ditto ditto, ...	Baraitha, ...	...
	Ditto ditto, ...	Bijaipore, ...	...
	Ditto ditto, ...	Kuchhwa, ...	...
Ajmere, ...	Umrat Singh's Vernacular School, ...	Ajmere, ...	1861, ...
	Dhanna Lall's ditto, ...	Do., ...	1865, ...
	Suraj Mull's ditto, ...	Do., ...	1866, ...
	Subscription ditto, ...	Pranhera, ...	1867, ...
	Ditto ditto, ...	Ararka, ...	1868, ...
	Total, ...	...	...
	Grand Total, ...	...	...

DIX E.

General Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Receipts.—(*Concluded*)			Charges.		
Sale of Books.	Other Sources.	Total.	Current.	Extraordinary.	Total.
17.	18.	19.	20.	21.	22.
Rs. A. P.	R A. P.	Rs. A. P	Rs A. P.	Rs. A P.	Rs. A. P.
...	...	1,529 1 9	1,354 7 3	172 1 9	1,526 9 0
...	...	442 4 10	387 5 10	54 15 0	442 4 10
...	...	324 9 0	300 0 0	24 9 0	324 9 0
...	...	343 7 0	800 0 0	43 7 0	343 7 0
...	...	355 7 7	335 7 7	20 0 0	355 7 7
...	...	1,060 1 1	539 3 1	180 5 0	719 8 1
...	...	288 3 11	280 15 11	7 4 0	288 3 11
...	...	431 9 11	251 4 11	180 5 0	431 9 11
...	...	362 11 3	180 0 0	182 11 3	362 11 3
...	...	415 1 0	240 0 0	175 1 0	415 1 0
...	...	366 6 0	238 1 0	128 5 0	366 6 0
...	...	290 5 0	180 0 0	110 5 0	290 5 0
...	...	240 5 0	180 0 0	60 5 0	240 5 0
...	...	403 5 0	300 0 0	103 5 0	403 5 0
...	...	361 5 0	180 0 0	181 5 0	361 5 0
...	...	529 5 5	180 0 0	180 5 0	360 5 0
...	...	270 5 0	180 0 0	90 5 0	270 5 0
...	...	360 5 0	180 0 0	180 5 0	360 5 0
...	68 12 0	766 7 4	575 10 0	190 13 4	766 7 4
...	...	464 15 4	368 14 0	96 1 4	464 15 4
...	...	501 3 2	475 1 10	26 1 4	501 3 2
...	...	252 12 2	233 0 10	19 11 4	252 12 2
...	...	216 14 5	215 9 1	1 5 4	216 14 5
...	...	428 15 4	360 0 0	68 15 4	428 15 4
...	...	618 5 0	480 0 0	15 6 0	495 6 0
...	...	297 4 0	290 0 0	3 0 0	293 0 0
...	...	242 8 6	217 8 6	23 13 0	241 5 6
...	...	721 12 4	480 0 0	49 5 0	529 5 0
...	...	391 4 7	303 5 4	103 15 6	407 4 10
...	...	668 12 0	600 0 0	68 12 0	668 12 0
...	...	1,298 0 4	795 5 4	502 11 0	1,298 0 4
...	...	431 13 6	300 0 0	131 13 6	431 13 6
...	...	415 14 0	402 0 0	13 14 0	415 14 0
...	...	571 1 0	569 0 0	2 1 0	571 1 0
...	...	45 0 0	45 0 0	...	45 0 0
...	125 7 11	861 13 5	750 0 0	81 13 5	831 13 5
...	173 10 11	1,040 13 11	908 0 0	132 13 11	1,040 13 11
...	21 3 11	777 4 11	689 0 0	28 4 11	717 4 11
...	57 10 11	825 5 2	686 14 2	74 14 11	761 13 1
...	48 9 3	498 2 1	306 5 10	22 10 3	329 0 1
...	...	981 9 4	812 0 0	169 9 4	981 9 4
...	...	829 5 6	467 0 0	362 5 6	829 5 6
...	...	1,505 3 6	1,500 0 0	5 3 6	1,505 3 6
...	...	429 6 6	345 0 0	69 6 6	414 6 6
...	...	477 5 6	440 0 0	35 15 0	475 15 0
...	...	493 5 6	360 0 0	133 5 6	493 5 6
...	...	387 3 6	305 0 6	54 3 6	359 4 0
...	...	381 1 6	360 0 0	21 1 6	381 1 6
...	...	893 8 5	664 0 0	55 11 6	719 11 6
...	...	795 2 6	488 0 0	57 14 6	545 14 6
...	...	305 2 6	234 0 0	21 10 6	255 10 6
...	...	1,042 15 1	965 6 8	77 8 5	1,042 15 1
...	...	323 0 0	540 0 0	23 0 0	563 0 0
...	...	666 10 0	540 0 0	66 10 0	606 10 0
...	...	239 4 6	200 0 0	29 4 6	229 4 6
...	...	29 4 2	14 8 3	2 0 0	16 8 3
...	...	41 11 4	28 1 0	3 0 0	31 1 0
...	...	31 10 10	19 5 8	2 0 0	21 5 8
...	...	510 0 0	480 0 0	30 0 0	510 0 0
...	...	395 0 0	360 0 0	35 0 0	395 0 0
...	...	516 0 0	480 0 0	36 0 0	516 0 0
...	...	378 0 0	360 0 0	18 0 0	378 0 0
...	...	535 0 0	480 0 0	55 0 0	535 0 0
...	...	570 0 0	480 0 0	90 0 0	570 0 0
...	...	211 9 0	168 0 0	36 0 0	204 0 0
..	...	82 12 0	40 0 0	12 8 0	52 8 0
..	...	37 0 0	20 0 0	14 0 0	34 0 0
..	...	27 8 0	20 0 0	0 4 0	20 4 0
...	...	20 0 0	10 0 0	0 8 0	10 8 0
...	495 6 11	51,106 6 6	41,331 10 5	6,307 2 1	47,638 12 6
3,654 6 6	37,321 2 4	3,01,394 8 4	2,56,038 2 3	35,374 2 7	2,91,412 4 10

APPEN

TABLE No. 5.—*I. Institutions for*

PRIVATE SCHOOLS OF THE HIGHER CLASS OPEN TO

Name of Institution.		Locality.	When Established.
1.		2.	3.
	III.—Anglo-Vernacular Schools under Department Public Instruction.—(Continued.)		
Agra, ...	Anglo-Vernacular School, ...	Futtehpore Secri, ...	1864, ..
	Ditto ditto, ...	Ferozabad, ...	1859, ...
	Ditto ditto, ...	Etmadpore, ...	1864, ...
	Ditto ditto, ...	Tajgunj, ...	1862, ...
	Ditto ditto, ...	Fattehabad, ...	1866, ...
Cawnpore, ...	Ditto ditto, ...	Derapore, ...	Different dates, ...
	Ditto ditto, ...	Bithoor, ...	
	Ditto ditto, ...	Sangawan, ...	
	Ditto ditto, ...	Bilhour, ...	
	Ditto ditto, ...	Ghatumpore, ...	
	Ditto ditto, ...	Narwal, ..	
	Ditto ditto, ...	Najafgurh, ...	
	Ditto ditto, ...	Sheoli, ...	
	Ditto ditto, ...	Akberpore, ...	
	Ditto ditto, ...	Khamela, ...	
	Ditto ditto, ...	Rasoolabad, ...	
	Ditto ditto, ...	Sachendi, ...	
Furruckabad, ...	Ditto ditto, ...	Khanpore, ...	
	Ditto ditto, ...	Chubramow, ...	
	Ditto ditto, ...	Shumshabad, ...	
	Ditto ditto, ...	Tirwa, ...	
	Ditto ditto, ...	Jalalabad, ...	
	Ditto ditto, ...	Behar, ...	
	Ditto ditto, ...	Kaimgunj, ...	
Humeerpore, ...	Ditto ditto, ...	Mahoba, ...	1866, ...
Mynpoory, ...	Ditto ditto, ...	Shikoabad, ...	Different dates, ...
	Ditto ditto, ...	Bhogaon, ...	
Jhansie, ...	Ditto ditto, ...	Gurserai, ...	
	Ditto ditto, ...	Mow, ...	
Jaloun, ...	Ditto ditto, ...	Calpee, ...	1863 to 1861,
Etawah, ...	Ditto ditto, ...	Phappoond, ...	1866, ...
Muttra, ...	Ditto ditto, ...	Bindrabun, ...	...
Benares, ...	Ditto ditto, ...	Bharthara, ...	1866, ...
	Ditto ditto, ...	Sakaldeha, ...	1867, ...
	English School, Delhi Princes, ...	(Shivala) Benares,	1868, ...
Allahabad, ...	Anglo-Vernacular School, ...	Kurchhana, ...	1864, ...
	Ditto ditto, ...	Phoolpore, ...	1863, ...
	Ditto ditto, ...	Handia, ...	1865, ...
	Ditto ditto, ...	Kura, ...	Do., ...
	Ditto ditto, ...	Menjha, ...	1867, ...
Banda, ...	Ditto ditto, ...	Kirwee, ...	...
Bustee, ...	Ditto ditto, ...	Bansee, ...	1867, ...
Futtehpore, ...	Ditto ditto, ...	Kora, ...	1864, ...
	Ditto ditto, ...	Badanmow, ...	Do., ...
	Ditto ditto, ...	Hanswa, ..	Do., ...
	Ditto ditto, ...	Kote, ...	1865, ...
	Ditto ditto, ...	Dhatta, ...	1866, ..
	Ditto ditto, ...	Pormnee, ...	Do., ...
	Ditto ditto, ...	Huthgaon, ...	Do , ...
	Ditto ditto, ...	Sah, ...	1867, ...
	Ditto ditto, ...	Kishenpore, ...	Do , ...
Ghazeepore, ...	Ditto ditto, ...	Bullia, ...	1862, ...
Goruckpore, ...	Ditto ditto, ...	Gola Bazar, ...	1867, ...
	Ditto ditto, ...	Rooderpore, ...	Do., ...
	Ditto ditto, ...	Pudrouna, ...	Do., ...
	Ditto ditto, ...	Barhaj, ...	1868, ...
	Ditto ditto, ...	Deona Khas, ...	Do., ...
	Ditto ditto, ...	Tankohi, ...	Do,, ...
Mirzapore, ...	Anglo-Vernacular School, ...	Adulpoora, ...	1866, ...
	Ditto ditto, ...	Sikunderpore, ...	...
	Ditto ditto, ...	Sekhur, ...	..
	Ditto ditto, ...	Baraitha, ...	...
	Ditto ditto, ...	Bijalpore, ...	..
	Ditto ditto, ...	Kuchhwa, ...	...
Ajmere, ...	Umrat Singh's Vernacular School. ...	Ajmere, ...	1861, ...
	Dhanna Lall's ditto, ...	Do., ...	1865, ...
	Suraj Mull's ditto, ...	Do., ...	1866, ..
	Subscription ditto, ...	Pranhera, ...	1867, ...
	Ditto ditto, ...	Ararka, ...	1868, ...
	Total, ...	...	...
	Grand Total, ...	...	...

Office of Director of Public Instruction, N.-W. P.,
Dated Bareilly, the 15th July, 1868.

DIX E.

General Education, for the year 1867-68.—(Concluded.)

GOVERNMENT INSPECTION (AIDED BY GOVERNMENT).

Difference between Receipts and Charges		Annual Cost of Educating each Pupil.		Remarks.
Excess of Receipts over Charges.	Excess of Charges over Receipts.	Total Cost.	Cost to Government.	
23.	24.	25.	26.	27.
Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.	
2 8 9	...	15 2 5	7 15 2	
...	...	10 13 4	7 7 6	
...	...	13 3 11	12 3 11	
...	...	8 12 11	7 11 1	
...	...	10 15 11	4 10 4	
340 9 0	...	18 5 5	13 12 0	
...	...	8 9 7	8 6 3	
...	...	19 10 5	13 4 5	
...	...	7 10 4	3 12 10	
...	...	16 2 10	9 5 10	
...	..	12 8 10	8 2 8	
...	...	9 6 1	5 13 3	
...	...	6 1 9	4 9 4	
...	...	10 4 10	7 10 9	
...	...	23 0 11	11 8 1	
169 0 5	...	11 2 10	5 9 6	
...	...	17 5 7	11 9 2	
...	...	21 6 11	10 11 7	
...	...	12 9 3	6 14 8	
...	...	14 15 7	6 1 9	
...	...	23 5 2	8 3 4	
...	...	9 3 7	5 2 6	
...	...	15 7 6	12 8 6	
...	...	17 5 4	7 11 8	
122 15 0	...	33 0 5	20 0 0	
4 4 0	...	9 1 1	5 9 2	
1 3 0	...	7 14 2	5 10 9	
192 7 4	...	17 10 4	10 11 3	
...	16 0 3	18 8 3	11 1 6	
...	...	23 14 2	21 6 10	
...	...	15 4 9	7 0 0	
...	...	6 1 4	4 5 10	
...	...	11 14 0	4 5 8	
...	...	16 3 1	5 4 7	
...	...	2 2 3	1 1 1	
30 0 0	...	20 6 8	8 4 6	
...	...	16 6 1	6 10 4	
60 0 0	...	20 12 2	12 10 0	
63 8 1	...	14 14 0	8 10 0	
169 2 0	...	8 12 2	3 12 6	
...	...	17 8 3	9 6 10	
...	...	13 13 2	7 13 0	
...	...	34 8 9	5 10 1	
15 0 0	...	18 13 1	8 4 2	
1 6 6	...	14 11 9	8 2 4	
...	...	6 13 3	2 7 11	
27 15 6	...	11 14 5	5 1 2	
...	...	16 11 7	7 14 10	
173 12 11	...	12 13 0	8 11 1	
249 4 0	...	8 3 11	8 11 1	
49 8 0	...	4 12 5	3 14 7	
...	...	13 13 4	5 15 6	
...	240 0 0	7 14 10	4 4 9	
60 0 0	...	10 3 2	5 1 8	
10 0 0	...	4 4 7	1 15 5	
12 11 11	...	0 3 6	0 1 6	
10 10 4	...	0 14 0	0 8 5	
10 5 2	...	0 15 8	0 7 1	
...	...	7 11 9	3 10 6	
...	...	7 4 11	3 5 2	
...	...	8 1 6	3 10 9	
...	...	8 14 0	3 4 7	
...	...	11 1 5	4 15 7	
...	...	7 14 3	3 5 2	
7 8 0	...	3 14 5	3 3 2	
30 4 0	...	0 15 7	0 12 0	
3 0 0	...	1 2 6	0 11 2	
7 4 0	...	0 15 5	0 14 9	
9 8 0	...	0 9 1	0 9 0	
3,933 12 7	466 2 7	10 12 8	5 9 6	
15,228 4 10	5,246 1 4	19 1 11	9 8 7	

M. KEMPSON.
Director of Public Instruction, N.-W. P.

APPENDIX E.

TABLE No. 5A.—*I. Institutions for General Education for the year* 1867-68.

PRIVATE SCHOOLS OF THE HIGHER CLASS UNDER GOVERNMENT MANAGEMENT (UNAIDED BY GOVERNMENT).

Name of Institution.		Locality.	When established.	Number of Pupils on the Rolls at the end of the year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
																		From Government.			
				Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		By monthly grants.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.
1.		2.	3.	4.	5.	6.	7.	8.	9.	10.	10a.	10b.	10c.	10d.	10e.	10f.	11.	12.	12a.	13.	14.
																			Rs. As. P.		Rs. As. P.
Bareilly, ...	Anglo-Vernacular School,	Pilibheet, ...	1855	71	9	...	80	82	64·41	80	...	22	58	...	...	...	1 Anna, ...	...	...	3,096	...
Etah, ...	Ditto ditto, ...	Kasgunj, ...	...	26	5	...	31	32·08	24·58	31	...	...	6	...	7	...	Various, ...	...	62 9 9	...	42 1 3
	Ditto ditto, ...	Aleegunj, ...	...	13	6	...	19	16·74	12·83	19	...	...	5	...	8	...	Ditto, ...	...	80 0 3	...	66 0 0
Bustee, ...	Ditto ditto, ...	Bustee, ...	1867	49	3	...	52	49·98	49·53	52	...	32	32	...	20	...	2 to 4 As.	...	171 8 0	...	466 12 0
Futtehpore,	Ditto ditto, ...	Nowbusta or Serai Mohan.	1868	22	8	...	30	30	30	30	...	12	30	...	8	...	1 to 2 As.	...	...	...	...
Goruckpore, ...	Ditto ditto, ...	Bansgaon, ...	1868	73	7	...	80	79 5	69·5	80	...	4	25	...	70	...	Ditto, ...	...	9 10 10	...	15 0 0
	Ditto ditto, ...	Salempore, ...	1868	48	2	...	50	50	41·4	50	...	...	19	...	...	...	Ditto, ...	...	9 10 10	...	20 0 0
Benares, ...	Three Girls' Schools, ...	Benares, ...	...	167	...	...	167	160	147	...	...	...	...	...	167	...	...	...	...	...	..
	Total, ...	...	...	469	40	...	509	500 3	439·25	342	...	70	175	...	280	...	...	...	333 7 8	3,096	609 13 3

APPENDIX E.

TABLE No. 5A.—*I. Institution for General Education for the year* 1867-68.

PRIVATE SCHOOLS OF THE HIGHER CLASS UNDER GOVERNMENT MANAGEMENT (UNAIDED BY GOVERNMENT).

Name of Institution.		Locality.	When established.	Receipts.—*Concluded.* Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Difference between Receipts and Charges. Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each Pupil. Total cost.	Cost to Government.	Remarks.
1.		2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.
				Rs. As. P.	Rs. As. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Bareilly, ...	Anglo-Vernacular School.	Pillibheet, ...	1855	...	36 4 0	...	...	3,132 4 0	3,096 0 0	12 0 0	3,108 0 0	24 4 0	...	37 14 5	...	
Etah, ...	Ditto, ...	Kasgunj, ...	...	...	60 0 0	...	...	164 11 0	597 10 6	316 13 9	914 8 3	...	749 13 3	28 8 1	1 15 3	
	Ditto, ...	Aleegunj, ...	...	84 0 0	40 0 0	...	...	270 0 3	150 0 0	120 0 3	270 0 3	...	...	16 2 1	4 12 6	
Bustee, ...	Ditto, ...	Bustee, ...	1867	...	100 8 0	...	...	738 12 0	165 0 0	527 6 0	692 6 0	46 6 0	...	12 5 0	3 4 9	
Futtehpore,	Ditto, ...	Nowbusta or Serai Mohan.	1868	507 8 0	2 8 0	...	...	510 0 0	15 0 0	2 8 0	17 8 0	492 8 0	...	0 9 4	...	
Goruckpore, ...	Ditto, ...	Bansgaon, ...	1868	1 0 0	2 0 0	...	...	27 10 10	19 5 8	3 0 0	22 5 8	5 5 2	...	0 5 2	0 2 3	
	Ditto, ...	Salempore, ...	1868	...	2 0 0	...	...	31 10 10	19 5 8	2 0 0	21 5 8	10 5 2	...	0 8 3	0 3 9	
Benares, ...	Three Girls' Schools.	Benares, ...	...	...	...	...	2,400	2,400 0 0	2,400 0 0	...	2,400 0 0	...	...	14 2 5	...	
	Total, ...	...	...	592 8 0	243 4 0	...	2,400	7,275 0 11	6,462 5 10	983 12 0	7,446 1 10	578 12 4	749 13 3	14 14 3	0 10 8	

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 15th July, 1868.

M. KEMPSON,
Director, Public Instruction, N.-W. P.

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average Number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Guage at English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	10.	11.	11a.
									1st CIRCLE, DEPARTMENT,			
Indigenous Schools.	Alligurh.	Allygurh, ...	73	Different dates.	766	267	...	933	...	834	67	68
		Hathras, ...	3[illegible]		501	20	...	521	...	615	5	10
		Sikandra Rao, ..	29		201	187	...	388	...	365	...	96
		Atrowli, ..	40		158	208	...	366	...	389	...	46
		Iglas, ...	8		66	...	...	66	...	69	1	1
		Khyr, ...	12		201	34	...	235	...	237	...	6
		Total, ...	200	...	1,793	716	...	2,509	...	2,509	73	222
	Bulundshahr.	Bulundshahr, ..	48	Different dates.	192	294	10	496	...	496	5	187
		Sikandrabad, ...	30		206	115	...	321	...	321	...	94
		Anoopshahr, ..	40		324	160	...	484	...	484	...	89
		Khurja, ...	44		203	196	...	399	...	399	...	124
		Total, ...	162	...	925	765	10	1,700	...	1,700	5	494
	Meerut.	Meerut, ...	102	Different dates.	771	346	...	1,117	...	1,117	...	404
		Sirdhana, ...	16		165	19	...	184	...	184	...	4
		Bâghputh, ...	16		246	57	...	303	...	303	...	...
		Ghaziabad, ...	19		166	76	...	242	...	242	...	6
		Hapur, ..	17		109	127	...	236	...	236	...	51
		Muana, ..	19		124	101	2	227	...	227	...	44
		Total, ...	189	...	1,581	726	2	2,309	...	2,309	...	509
	Muzuffernugger.	Muzuffernugger, ...	22	Different dates.	478	431	...	909	...	809	...	132
		Jansuth, ...	28		441	310	...	751	...	651	...	98
		Shamli, ...	30		626	421	...	1,047	..	1,047	...	369
		Boorhana, ...	24		400	272	...	672	...	597	...	150
		Total, ...	104	...	1,945	1,434	...	3,379	...	3,104	...	749
	Saharunpore.	Saharunpore, ...	69	Different dates.	390	554	...	944	...	550	...	420
		Roorkee, ...	46		458	200	...	658	...	414	...	146
		Deobund, ...	48		235	484	...	719	...	514	...	252
		Nakoor, ..	40		297	199	...	496	...	396	...	179
		Total, ..	203	...	1,380	1,437	...	2,817	...	1,974	...	997
	Dehra Doon.	Dehra Doon, ..	16	...	221	108	12	341	...	237	211	60
		Total, ...	16	...	221	108	12	341	...	237	211	60
	Bijnour.	Bijnour, ...	73	Different dates.	577	379	...	956	...	958	...	249
		Naginah, ...	109		532	418	...	950	...	945	...	201
		Najibabad, ...	90		712	366	...	1,078	...	1,056	...	162
		Dhampore, ...	66		266	552	...	818	...	787	...	349
		Chandpore, ...	61		465	197	...	662	...	617	...	129
		Total, ...	399	...	2,552	1,912	...	4,464	...	4,363	...	1,090
	Budaon.	Budaon, ...	56	Different dates.	249	366	...	615	...	503	...	140
		Dataganj, ...	6		33	16	...	49	...	36	...	4
		Saheswan, ...	33		197	165	...	362	...	181	...	38
		Bisowli, ...	18		93	21	...	114	...	96	...	14
		Gunour, ...	20		96	32	...	128	...	112	...	10
		Total, ...	133	...	668	600	...	1,268	...	928	...	206
	Bareilly.	Bareilly, ...	134	Different dates.	467	756	...	1,223	...	1,198	...	209
		Nawabgunj, ...	29		113	82	...	195	...	181	...	25
		Pillibheet, ...	77		302	513	...	815	...	803	...	387
		Jahanabad, ...										
		Baheri, ...	52		154	211	...	365	...	354	...	117
		Bisulpore, ...	57		206	99	...	305	...	301	...	11
		Faridpore, ..	29		93	85	...	178	...	171	...	9
		Aonla, ...	62		327	149	...	476	...	467	...	27
		Shahi, ...	32		185	97	...	282	...	270	...	7
		Total, ...	472	...	1,847	1,992	...	3,839	...	3,745	...	792

DIX E.

General Education, for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language at the close of the Year					Monthly Rate of Schooling Fee.	Receipts.				
Persian.	Urdoo.	Sanskrit.	Hindee.	Bengali, Kaithi, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.	16.	17.
PUBLIC INSTRUCTION, N.-W. P										
					Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
499	95	53	386	...	0 6 1	...	...	...	...	3,782 11 0
86	5	34	491	...	0 6 9	...	...	...	...	2,209 8 0
204	...	30	137	...	0 5 0	...	...	...	...	1,492 0 0
363	...	10	187	...	0 6 2	...	...	...	...	2,224 0 0
8	...	...	57	...	0 10 5	...	...	...	...	541 0 0
91	13	17	120	...	0 5 5	...	...	..	...	964 14 0
1,251	113	144	1,378	...	0 6 4	...	...	...	...	11,214 1 0
300	12	14	85	...	0 5 9	...	...	...	...	712 8 0
87	...	4	140	...	0 4 11	...	...	...	...	318 0 0
167	25	116	110	...	0 5 5	...	...	...	...	623 14 0
209	...	12	61	...	0 7 6	...	...	...	...	702 0 0
763	37	146	396	...	0 5 11	...	...	...	...	2,356 6 0
357	10	25	249	...	0 6 11	...	...	...	...	5,835 0 0
59	...	8	110	...	0 7 11	...	...	...	...	1,099 0 0
77	7	30	189	...	0 4 4	...	...	...	...	991 8 0
127	13	19	69	...	0 3 7	...	...	...	...	642 8 0
101	19	...	82	...	0 4 4	...	...	...	...	752 0 0
111	6	...	72	...	0 7 0	...	...	...	...	1,181 12 0
832	55	82	771	...	0 5 11	...	...	...	...	10,501 12 0
299	18	19	388	...	0 2 10	...	...	...	...	1,736 13 0
285	21	17	287	...	0 3 5	...	...	...	...	1,658 10 0
298	19	32	438	...	0 4 4	...	...	...	...	3,402 12 0
197	11	18	287	...	0 2 9	...	...	...	...	1,214 10 0
1,079	69	86	1,400	...	0 3 5	...	...	...	...	8,012 13 0
391	60	20	215	...	0 3 10	...	...	...	...	1,864 0 0
179	20	128	288	...	0 4 11	...	...	...	...	1,557 12 0
369	35	...	132	...	0 4 10	...	...	...	...	2,596 4 0
331	25	5	45	..	0 3 7	...	...	...	...	1,058 0 0
1,270	140	153	680	...	0 4 5	...	...	...	...	7,076 0 0
40	126	...	109	...	1 6 10	...	...	...	...	4,056 0 0
40	126	...	109	...	1 6 10	...	...	...	...	4,056 0 0
506	72	40	321	...	0 5 4	...	...	...	...	3,810 12 0
334	91	38	327	...	0 4 5	...	...	...	...	3,136 8 0
352	133	35	557	...	0 5 6	...	...	...	...	4,335 5 0
407	20	8	153	...	0 5 2	...	...	...	...	3,069 0 0
273	54	33	299	...	0 6 4	...	...	...	...	2,916 12 0
1,872	370	154	1 657	...	0 5 5	...	...	...	...	17,268 5 0
145	5	28	59	...	0 7 1	...	...	...	...	655 3 0
23	...	...	22	...	0 10 4	...	...	...	...	78 0 0
235	21	19	71	...	0 12 6	...	...	...	...	385 8 0
85	4	3	21	...	0 14 6	...	...	...	...	76 8 0
83	4	12	31	...	0 12 6	...	...	...	...	135 0 0
571	34	62	207	...	0 11 5	...	...	..	...	1,330 8 0
656	65	86	251	...	0 5 5	...	330 0 0	...	...	1,192 8 0
144	10	...	28	...	0 9 0	...	...	...	...	282 10 0
285	55	16	156	...	0 4 4	...	...	...	...	305 0 0
242	15	...	21	...	0 7 10	...	...	...	...	445 0 0
209	78	21	127	...	0 10 11	...	...	...	...	556 4 0
112	17	5	71	...	0 12 5	...	...	...	...	179 6 0
267	194	58	102	...	0 7 2	...	57 0 0	...	...	789 12 0
212	49	15	92	...	0 7 9	...	...	...	...	460 10 0
2,127	483	201	848	...	0 8 1	...	387 0 0	...	...	4,211 2 0

APPEN

TABLE No. 6—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When established.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	2a.	3.	4.	18.	19.	20.
							1st CIRCLE, DEPARTMENT
					Rs. As. P.	Rs. As. P.	Rs. As. P.
Indigenous Schools.	Allygurh.	Allygurh, ...	73	Different dates.	...	...	3,782 11 0
		Hathras, ...	38		...	...	2,209 8 0
		Sikandra Rao, ...	29		...	...	1,492 0 0
		Atrowli, ...	40		...	...	2,224 0 0
		Iglas, ...	8		...	...	541 0 0
		Khyr, ...	12		...	...	964 14 0
		Total, ...	200	...	...	...	11,214 1 0
	Bulundshahr.	Bulundshahr, ...	48	Different dates.	...	1,433 7 0	2,145 15 0
		Sikandrabad, ...	30		...	867 0 0	1,185 0 0
		Anoopshahr, ...	40		...	1,342 8 0	1,966 6 0
		Khurja, ...	44		...	1,548 0 0	2,250 0 0
		Total, ...	162	...	...	5,190 15 0	7,547 5 0
	Meerut.	Meerut, ...	102	Different dates.	...	...	5,835 0 0
		Sirdhana, ...	16		...	...	1,099 0 0
		Rághputh, ...	16		...	...	991 8 0
		Ghaziabad, ...	19		...	...	642 8 0
		Hapur, ...	17		...	...	752 0 0
		Muana, ...	19		...	...	1,181 12 0
		Total, ...	189	...	...	...	10,501 12 0
	Muzuffernugger.	Muzuffernugger, ...	22	Different dates.	...	...	1,736 13 0
		Jansuth, ...	28		...	...	1,658 10 0
		Shamli, ...	30		...	...	3,402 12 0
		Boorhana, ...	24		...	...	1,214 10 0
		Total, ...	104	...	...	...	8,012 13 0
	Saharunpore.	Saharunpore, ...	69	Different dates.	...	...	1,864 0 0
		Roorki, ...	46		...	...	1,557 12 0
		Deobund, ...	48		...	...	2,596 4 0
		Nakoor, ...	40		...	...	1,058 0 0
		Total, ...	203	...	...	...	7,076 0 0
	Dehra Doon.	Dehra Doon, ...	16	...	...	...	4,056 0 0
		Total, ...	16	...	...	...	4,056 0 0
	Bijnour.	Bijnour, ...	73	Different dates.	...	...	3,810 12 0
		Naginah, ...	109		...	...	3,136 8 0
		Najibabad, ...	90		...	...	4,335 5 0
		Dhampore, ...	66		...	...	3,069 0 0
		Chandpore, ...	61		...	...	2,016 12 0
		Total, ...	399	...	...	...	17,268 6 0
	Budaon.	Budaon, ...	56	Different dates.	...	2,005 13 0	2,661 0 0
		Datagunj, ...	6		...	201 0 0	279 0 0
		Sahaswan, ...	33		...	1,317 0 0	1,702 8 0
		Bisowli, ...	18		...	967 0 0	1,043 8 0
		Gunour, ...	20		...	918 0 0	1,053 0 0
		Total, ...	133	...	...	5,408 13 0	6,739 0 0
	Bareilly.	Bareilly, ...	134	Different dates.	...	3,328 12 0	4,851 4 0
		Nawabgunj, ...	29		...	345 6 0	628 0 0
		Pillibhit, ...	77		...	1,686 10 0	1,991 10 0
		Jahanabad, ...			...		
		Baheri, ...	52		...	1,652 12 0	2,097 12 0
		Bisulpore, ...	57		...	1,907 6 0	2,463 10 0
		Faridpore, ...	29		...	1,403 12 0	1,583 2 0
		Aonlah, ...	62		...	1,661 4 0	2,508 0 0
		Shahi, ...	32		...	1,115 9 0	1,576 3 0
		Total, ...	472	...	...	13,101 7 0	17,699 9 0

DIX E.

General Education, for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
3,782 11 0	...	3,782 11 0	...	...	4 8 7	...	
2,209 8 0	...	2,209 8 0	...	...	3 9 6	...	
1,492 0 0	...	1,492 0 0	...	...	4 1 0	...	
2,224 0 0	...	2,224 0 0	...	...	5 11 6	...	
541 0 0	...	541 0 0	...	...	7 13 5	...	
964 14 0	...	964 14 0	...	...	4 1 2	...	
11,214 1 0	...	11,214 1 0	...	...	29 13 2	...	
1,433 7 0	712 8 0	2,145 15 0	...	...	2 5 0	...	
867 0 0	318 0 0	1,185 0 0	...	...	3 11 1	...	
1,342 8 0	623 14 0	1,966 6 0	...	...	4 1 0	...	
1,548 0 0	702 0 0	2,250 0 0	...	...	5 10 3	...	
5,190 15 0	2,356 6 0	7,547 5 0	...	...	3 13 7	...	
5,587 0 0	248 0 0	5,835 0 0	...	...	3 6 11	...	
180 0 0	919 0 0	1,099 0 0	...	...	5 15 7	...	
156 0 0	835 8 0	991 8 0	...	...	3 4 4	...	
603 0 0	39 8 0	642 8 0	...	...	2 10 6	...	
548 0 0	204 0 0	752 0 0	...	...	3 2 11	...	
325 8 0	856 4 0	1,181 12 0	...	...	5 3 3	...	
7,399 8 0	3,102 4 0	10,501 12 0	...	...	3 10 11	...	
1,055 10 0	681 3 0	1,736 13 0	...	...	2 1 9	...	
1,170 3 0	488 7 0	1,658 10 0	...	...	1 0 2	...	
3,101 3 0	301 9 0	3,402 12 0	...	...	1 5 5	...	
910 0 0	304 10 0	1,214 10 0	...	...	2 0 7	...	
6,237 0 0	1,775 13 0	8,012 13 0	...	...	1 9 10	...	
1,023 0 0	841 0 0	1,864 0 0	...	...	2 13 11	...	
750 0 0	807 12 0	1,557 0 0	...	...	3 12 2	...	
1,828 0 0	768 4 0	2,596 4 0	...	...	3 1 10	...	
715 0 0	343 0 0	1,058 0 0	...	...	2 10 9	...	
4,316 0 0	2,760 0 0	7,076 0 0	...	...	3 1 3	...	
3,912 0 0	144 0 0	4,056 0 0	...	...	12 14 4	...	
3,912 0 0	144 0 0	4,056 0 0	...	...	12 14 4	...	
3,810 12 0	...	3,810 12 0	...	...	2 14 11	...	
3,136 8 0	...	3,136 8 0	...	...	3 5 1	...	
4,335 5 0	...	4,335 5 0	...	...	3 1 0	...	
3,069 0 0	...	3,069 0 0	...	...	2 10 1	...	
2,916 12 0	...	2,916 12 0	...	...	4 11 8	...	
17,268 5 0	...	17,268 5 0	...	...	3 4 3	...	
2,005 13 0	655 3 0	2,661 0 0	...	...	5 4 8	...	
201 0 0	78 0 0	279 0 0	...	...	7 12 0	...	
1,317 0 0	385 8 0	1,702 8 0	...	...	9 6 0	...	
967 0 0	76 8 0	1,043 8 0	...	...	10 13 9	...	
918 0 0	135 0 0	1,053 0 0	...	...	9 6 5	...	
5,408 13 0	1,330 3 0	6,739 0 0	...	...	7 4 2	...	
3,658 12 0	1,192 8 0	4,851 4 0	...	...	4 0 9	...	
345 6 0	282 10 0	628 0 0	...	...	6 12 7	...	
1,686 10 0	305 0 0	1,991 10 0	...	...	3 3 8	...	
1,652 12 0	445 0 0	2,097 12 0	...	...	5 14 10	...	
1,907 6 0	556 4 0	2,463 10 0	...	...	6 3 1	...	
1,403 12 0	179 6 0	1,583 2 0	...	...	9 4 2	...	
1,718 4 0	789 12 0	2,508 0 0	...	...	5 5 11	...	
1,115 9 0	460 10 0	1,576 3 0	...	...	5 13 5	...	
13,488 7 0	4,211 2 0	17,699 9 0	...	...	4 14 2	...	

APPEN

TABLE No. 6 — *I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsili.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Guage English	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	10.	11.	11a.
												1st CIRCLE DEPARTMENT
Indigenous Schools.	Shahjehanpore.	Shahjehanpore, ..	47	Different dates.	270	147	...	417	...	387	50	400
		Tilhur, ...	22		235	96	2	333	...	333	50	16
		Jalalabad, ...	9		66	12	...	78	...	78	...	5
		Powayan, ...	10		105	40	...	145	...	145	...	...
		Khotar, ...	...		...	...	...	...	...	...	...	...
		Total, ...	88	...	676	295	2	973	...	943	100	421
	Moradabad.	Moradabad, ...	67	Different dates.	343	368	...	711	...	540	...	216
		Thakoordwara, ...	33		202	52	...	254	...	198	...	26
		Kashipore, ...	22		109	82	...	191	...	123	...	64
		Sambhal, ...	56		151	320	...	471	...	329	...	149
		Bilari, ...	28		290	106	...	396	...	268	...	38
		Amroha, ...	67		262	361	...	623	...	496	...	125
		Hasanpore, ...	27		106	153	...	259	...	187	...	60
		Total, ...	300	...	1,463	1,442	...	2 905	...	2,140	...	678
		Grand Total, ...	2,266	...	15,051	11,427	26	26,504	..	23,952	389	6,218
												2nd CIRCLE DEPARTMENT
	Agra.	Hazoor Tahsil, ...	115	Different dates.	1,175	503	...	1,678	1,678	1678	98	179
		Eradutnugger, ..	3		20	15	...	35	35	35	...	...
		Futtehabad, ...	6		18	29	...	47	47	47	...	5
		Etmadpore, ...	5		27	6	...	33	25	24	...	...
		Ferozabad, ...	13		57	46	...	103	103	90	...	27
		Bah Pinahut, ...	10		71	14	...	85	85	65	...	4
		Kheragurh, ...	2		12	8	...	20	20	15	..	8
		Futtehpore Sicri,	5		61	3	...	64	64	52	...	...
		Furreh, ...	5		49	19	...	68	68	58	13	14
		Total, ...	164	...	1,490	643	...	2,133	2,125	2,064	111	237
	Furruckabad.	Hazoor Tahsil, ...	78	Different dates.	487	397	...	884	870	870	...	60
		Chubramow, ...	39		222	80	...	302	222	222	14	...
		Tirwa, ...	31		212	36	...	248	233	233	2	9
		Kanouj, ...	41		240	106	...	346	286	286	5	3
		Kaimgunj, ...	51		240	228	...	468	460	460	...	80
		Allygurh, ...	6		28	5	...	33	31	31	..	...
		Total, ...	246	...	1,429	852	...	2,281	2,102	2,102	21	152
	Cawnpore	Tajmow, ...	124	Different dates.	1,512	397	99	2,008	1,929	1,929	462	185
		Sarh Salempore,...	10		102	...	...	102	99	99	...	...
		Ghatampore, ...	15		69	6	...	75	69	69	...	5
		Bilhour, ...	22		114	25	...	139	131	131	...	22
		Sheorajpore, ...	35		272	17	...	289	272	272	...	5
		Russoolabad, ...	8		61	2	...	63	59	59	...	...
		Akbarpore, ...	13		80	18	...	98	94	94	...	...
		Bhognipore, ...	20		102	44	...	146	129	129	...	...
		Derapore, ...	20		105	15	.	120	101	101	...	3
		Total, ...	267	...	2 417	524	99	3,040	2,883	2,883	462	220
	Etah.	Etah, ...	29	Different dates.	214	174	...	388	374·33	202	...	81
		Allygunj, ...	40		340	88	...	42	424 66	276	...	54
		Kasgunj, ...	40		528	146	...	674	674	499	...	112
		Total, ...	109	...	1,082	408	...	1,490	1,472 99	977	...	247
	Etawah.	Etawah, ...	16	Different dates.	98	57	...	155	152	152	...	18
		Bhurtnah, ...	10		70	20	...	90	90	90	...	...
		Bedhoonah, ...	15		85	8	...	93	93	93	...	...
		Phaphoond. ...	18		96	16	...	112	112	112	...	20
		Dalailnuggur, ...	20		98	105	...	203	203	203	...	77
		Total, ...	79	...	447	206	...	653	653	653	...	115

DIX E.

Education, for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language at the close of the Year.					Monthly Rate of Schooling Fees.	Receipts.				
Persian.	Urdoo.	Sanskrit.	Hindee.	Bengali, Kaithi, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
11*b*.	11*c*.	11*d*.	11*e*.	11*f*.	12.	13.	14.	15.	16.	17.
PUBLIC INSTRUCTION, N.-W. P—(*Continued.*)										
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
40	54	...	...	...	0 4 9	...	...	...	...	289 12 0
165	56	...	118	...	0 5 9	...	...	...	...	345 0 0
48	...	...	27	...	0 5 2	...	...	...	...	168 0 0
56	20	...	69	...	0 6 1	...	...	...	...	393 4 0
...	...	...	...	...	...	...	...	...	...	...
309	130	...	214	...	0 5 6	...	...	...	...	1,196 0 0
411	58	...	113	...	0 8 3	...	...	...	...	...
72	15	7	134	...	0 10 9	...	...	...	...	...
61	1	1	70	...	0 8 8	...	...	...	...	...
348	6	2	53	...	0 10 7	...	...	...	...	...
158	...	...	233	...	0 8 3	...	...	...	...	...
415	...	25	117	...	0 8 3	...	...	...	...	...
133	...	9	57	...	0 8 5	...	...	...	...	...
1,598	80	44	777	...	0 9 0	...	...	...	...	...
11,712	1,637	1,072	8,437	...	0 8 0	...	387 0 0	...	...	67,222 10 0
PUBLIC INSTRUCTION, N.-W.P.										
687	85	158	349	51	...	...	...	...	...	5,817 0 0
7	...	8	20	...	...	...	...	...	...	78 0 0
21	7	5	12	...	...	...	...	...	...	414 0 0
12	5	6	6	22	...	...	...	...	...	237 0 0
45	12	12	27	60	...	...	...	...	...	666 6 0
27	2	4	42	18	...	...	...	...	...	552 6 0
...	...	...	12	...	...	...	...	...	...	42 0 0
23	...	...	41	...	...	...	...	...	...	276 0 0
38	...	...	16	...	...	...	...	...	...	288 0 0
860	111	193	525	151	...	...	...	...	...	8,370 12 0
225	111	6	168	120	...	...	...	...	...	2,100 0 0
199	15	...	23	...	...	...	...	...	...	1,770 8 0
155	1	45	103	22	...	...	...	...	...	1,056 0 0
161	6	56	77	72	...	...	96 0 0	...	...	1,282 8 0
282	17	2	83	...	...	...	...	...	...	1,388 4 0
33	5	...	...	...	...	...	...	...	...	243 0 0
1,055	155	109	454	214	...	...	96 0 0	...	...	7 840 4 0
501	225	45	175	657	...	...	...	...	...	15,937 12 0
15	...	18	...	69	...	...	...	...	...	522 8 0
29	...	...	12	29	...	...	...	...	...	640 0 0
50	8	...	...	59	...	...	...	...	...	940 8 0
35	9	32	...	208	...	...	...	...	...	1,490 4 0
8	9	22	5	19	...	...	...	...	...	450 0 0
53	...	...	...	45	...	...	...	...	...	648 0 0
89	...	...	...	57	...	...	...	...	...	847 8 0
59	...	...	4	25	...	...	...	...	...	870 0 0
839	251	117	226	1,168	...	...	...	...	...	22,346 8 0
313	...	49	9	...	...	...	312 0 0	...	...	2,106 0 0
275	...	21	113	14	...	...	...	...	...	2,473 8 0
145	...	132	285	35	...	...	...	...	...	2,040 0 0
733	...	202	407	49	...	...	312 0 0	...	...	6,519 8 0
120	8	6	12	7	...	...	...	...	...	1,185 0 0
70	10	8	2	5	...	...	...	...	...	302 0 0
50	2	2	12	30	...	...	...	...	...	792 0 0
48	...	3	45	3	...	...	...	...	...	880 0 0
43	5	17	48	16	...	...	...	...	...	921 0 0
331	25	36	119	61	...	...	...	...	...	4,170 0 0

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsil.	Number of Schools.	When established.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	2a.	3.	4.	18.	19.	20.
						1st CIRCLE, DEPARTMENT	
					Rs. A. P.	Rs. A. P	Rs. A. P.
INDIGENOUS SCHOOL.	SHAHJEHANPORE.	Shahjehanpore, ...	47	Different dates.	...	941 0 0	1,230 12 0
		Tilhur, ...	22		...	1,395 0 0	1,740 0 0
		Jalalabad, ...	9		...	172 8 0	340 8 0
		Powayan, ...	10		...	252 0 0	645 4 0
		Khotar, ...	...		...	...	...
		Total, ...	88	...	...	2,760 8 0	3,956 8 0
	MORADABAD.	Moradabad, ...	67	Different dates.	...	3,355 8 0	3,355 8 0
		Thakoordwara, ...	33		...	1,593 0 0	1,593 0 0
		Kashipore, ...	22		...	755 0 0	755 0 0
		Sambhal, ...	56		...	2,613 0 0	2,613 0 0
		Bilari, ...	28		...	1,662 0 0	1,662 0 0
		Amroha, ...	67		...	369 0 0	369 0 0
		Hasanpore, ...	27		...	1,173 12 0	1,173 12 0
		Total, ..	300	...	...	11,521 4 0	11,521 4 0
		GRAND TOTAL, ...	2,266	...	...	37,982 15 0	1,05,592 9 0
						2nd CIRCLE, DEPARTMENT	
	AGRA.	Hazoor Tahsil, ...	115	Different dates.	...	...	5,817 0 0
		Eradutnuggur, ...	3		...	...	78 0 0
		Futtehabad, ...	6		...	...	414 0 0
		Etmadpore, ...	5		...	...	237 0 0
		Ferozabad, ...	13		...	...	666 6 0
		Bah Pinahut, ...	10		...	...	552 6 0
		Kheragurh, ..	2		...	...	42 0 0
		Futtehpore Sikri, ...	5		...	..	276 0 0
		Furreh, ...	5		...	...	288 0 0
		Total, ...	164	..	...	...	8,370 12 0
	FURRUCKABAD.	Hazoor Tahsil, ...	78	Different dates.	...	685 5 0	2,785 5 0
		Chubramhow, ...	39		...	516 0 0	2,286 8 0
		Tirwa, ...	31		...	540 0 0	1,596 0 0
		Kanouj, ...	41		...	1,005 0 0	2,383 8 0
		Kaimgunj, ...	51		...	856 10 0	2,244 14 0
		Allygurh, ...	6		...	220 13 0	763 13 0
		Total, ...	246	...	...	3,823 12 0	11,760 0 0
	CAWNPORE.	Jajmow, ...	124	Different dates.	...	...	15,937 12 0
		Sarh Salempore, ...	10		...	...	522 8 0
		Ghatampore. ...	15		...	...	640 0 0
		Bilhour, ...	22		...	...	940 8 0
		Sheorajpore, ...	35		...	...	1,490 4 0
		Russoolabad, ...	8		...	...	450 0 0
		Akbarpore, ...	13		...	...	648 0 0
		Bhagnipore, ...	20		...	...	847 8 0
		Derapore, ...	20		...	...	870 0 0
		Total, ...	267	...	...	...	22,346 8 0
	ETAH.	Etah, ...	29	Different dates.	...	113 0 0	2,531 0 0
		Allygunj, ...	40		...	214 0 0	2,687 8 0
		Kasgunj, ...	40		...	251 0 0	2,191 0 0
		Total, ...	109	...	...	578 0 0	7,409 8 0
	ETAWAH.	Etawah, ...	16	Different dates.	...	195 0 0	1,380 0 0
		Bhurtnah, ...	10		...	5[illegible] 2 0	442 2 0
		Bedhoonah, ...	15		...	30 5 0	822 5 0
		Phaphoond, ...	18		...	12 2 0	892 2 0
		Dalailnuggur, ...	20		...	56 10 0	977 10 0
		Total, ...	79	...	...	344 3 0	4,514 3 0

DIX E.

Education, for the year 1867-68.—(Continued.)

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded*).							
Rs A P.	Rs, A. P.	Rs A. P	Rs, A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
941 0 0	289 12 0	1,230 12 0	...	...	3 2 6	...	
1,395 0 0	345 0 0	1,740 0 0	...	...	5 3 7	...	
172 0 0	168 0 0	340 8 0	...	...	4 5 10	...	
252 0 0	393 4 0	645 4 0	...	...	4 7 2	...	
...	...	...	...	...	...	...	
2,760 8 0	1,196 0 0	3,956 8 0	...	...	4 3 0	...	
3,355 8 0	...	3,355 8 0	...	...	6 3 5	...	
1,593 0 0	...	1,593 0 0	...	...	8 0 9	...	
755 0 0	...	755 0 0	...	...	6 3 0	...	
2,613 0 0	...	2,613 0 0	...	...	7 15 1	...	
1,662 0 0	...	1,662 0 0	...	...	6 3 3	...	
369 0 0	...	369 0 0	...	...	0 11 11	...	
1,173 12 0	...	1,173 12 0	...	...	6 4 5	...	
11,521 4 0	...	11,521 4 0	...	...	5 6 2	...	
88,716 13 0	16,875 12 0	1,05,592 9 0	...	...	4 6 6	...	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
5,010 0 0	807 0 0	5,817 0 0	...	...	3 7 6	...	
78 0 0	...	78 0 0	...	...	2 3 8	...	
354 0 0	60 0 0	414 0 0	...	...	8 12 11	...	
237 0 0	...	237 0 0	...	...	9 7 8	...	
666 6 0	...	666 6 0	...	...	6 7 6	...	
552 6 0	...	552 6 0	...	...	6 8 0	...	
42 0 0	...	42 0 0	...	...	2 1 7	...	
276 0 0	...	276 0 0	...	...	4 5 0	...	
288 0 0	...	288 0 0	...	...	4 3 9	...	
7,503 12 0	867 0 0	8,370 12 0	...	...	3 15 0	...	
2,100 0 0	685 5 0	2,785 5 0	...	...	3 3 3	...	
1,770 8 0	516 0 0	2,286 8 0	...	...	10 4 10	...	
1,056 0 0	540 0 0	1,596 0 0	...	...	6 13 8	...	
1,378 8 0	1,005 0 0	2,383 8 0	...	...	8 5 4	...	
1,388 4 0	856 10 0	2,244 14 0	...	...	4 14 1	...	
243 0 0	220 13 0	763 13 0	...	...	14 15 5	...	
7,936 4 0	3,823 12 0	11,760 0 0	...	...	5 9 6	...	
12,456 12 0	3,481 0 0	15,937 12 0	...	...	8 4 2	...	
317 8 0	205 0 0	522 8 0	...	...	5 4 8	...	
482 8 0	157 8 0	640 0 0	...	...	9 4 5	...	
635 0 0	305 8 0	940 0 0	...	...	7 2 10	...	
995 8 0	494 12 0	1,490 4 0	...	...	5 7 8	...	
298 0 0	152 0 0	450 0 0	...	...	7 10 0	...	
440 0 0	208 0 0	648 0 0	...	...	6 14 1	...	
552 8 0	295 0 0	847 8 0	...	...	6 9 1	...	
380 0 0	490 0 0	870 0 0	...	...	8 9 10	...	
16,557 12 0	5,788 12 0	22,346 8 0	...	...	7 12 0	...	
2,418 0 0	113 0 0	2,531 0 0	...	...	6 12 2	...	
2,473 8 0	214 0 0	2,687 8 0	...	...	6 5 3	...	
1,940 0 0	251 0 0	2,191 0 0	...	...	3 4 0	...	
6,831 8 0	578 0 0	7,409 8 0	...	...	5 0 6	...	
1,185 8 0	195 0 0	1,380 0 0	...	...	9 1 3	...	
392 0 0	50 2 0	442 2 0	...	...	4 14 7	...	
792 0 0	30 5 0	822 5 0	...	...	8 13 6	...	
880 0 0	12 2 0	892 2 0	...	...	7 15 5	...	
921 0 0	56 10 0	977 10 0	...	...	4 13 1	...	
4,170 0 0	344 3 0	4,514 3 0	...	...	6 13 11	...	

APPEN

TABLE No. 6.—*I. Institutions for General*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsil.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Guage English.	Number of Guage Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	10.	11.	11a.
												2ND CIRCLE, DEPARTMENT
Indigenous Schools.	Hameerpore.	Hameerpore, ...	5	Different dates.	38	5	...	43	49	43	...	...
		Soomairpore, ...	1		5	...	...	5	5	5	...	...
		Jalalpore, ...	6		17	11	...	28	30	28	...	...
		Jaithpore, ...	1		5	...	...	5	5	5	...	...
		Mahoba, ...	4		41	...	...	41	41	41	...	...
		Punwaree, ...	7		78	15	...	93	92	90	...	10
		Raat, ...	9		77	14	...	91	94	53	...	...
		Total, ...	33	...	261	45	...	306	276	265	...	10
	Jaloun.	Jaloun, ...	15	Different dates.	183	15	...	198	195	175	10	...
		Madhogurh, ...	4		80	10	...	90	76	55	...	...
		Konch, ...	4		120	10	...	130	127	81	...	...
		Oraie, ...	3		68	11	...	79	78	62	...	...
		Ottah, ...	4		81	33	...	114	112	64	...	8
		Total, ...	30	...	532	79	...	611	588	437	10	8
	Jhansie.	Jhansie, ...	8	Different dates.	117	2	...	119	119	99	...	...
		Moth, ...	8		116	4	...	120	120	96	...	...
		Gurotha, ...	24		263	3	...	266	266	205	...	...
		Mhow, ...	17		296	15	...	411	411	352	...	6
		Total, ...	57	...	792	24	...	916	916	752	..	6
	Lullutpore.	Lullutpore, ...	2	Different dates.	14	4	...	18	18	14	...	...
		Mihroni, ...	3		40	6	...	46	46	36	...	...
		Total, ...	5	..	54	10	...	64	64	50	...	...
	Muttra.	Hazoor Tahsil, ...	71	Different dates.	1,331	77	...	1,408	1,408	819	...	49
		Areng, ...	4		77	...	...	77	77	71	...	...
		Chatta, ...	5		79	10	...	89	89	63	...	...
		Kosi, ...	4		63	4	...	67	67	55	...	...
		Nowjheel, ...	2		7	2	...	9	9	9	...	...
		Mahabun, ...	9		108	6	...	114	114	98	...	...
		Sadabad, ...	4		24	...	...	24	24	18	...	...
		Jallasur, ...	21		129	56	...	185	185	163	...	2
		Total, ...	120	...	1,818	155	...	1,973	1,973	1,296	...	51
	Mynpoorie.	Mynpooric, ...	16	Different dates.	137	30	...	167	167	167	...	5
		Kurhul, ...	3		12	26	...	38	38	38	...	...
		Bhowgawn, ...	15		123	22	...	145	145	145	...	...
		Mustafabad, ...	3		17	7	...	24	24	24	...	...
		Shekoabad, ...	14		71	85	...	156	156	156	...	...
		Total, ...	51	...	360	170	...	530	530	530	...	5
		Grand Total, ...	1,161	...	10,782	3,116	99	13,997	13,58,299	12,00,800	214	1,051
												3RD CIRCLE, DEPARTMENT
	Allahabad.	Arail, ...	4	Different dates.	23	4	...	27	...	19	...	6
		Bara, ...	2		15	...	...	15	...	11	...	...
		Chail, ...	43		152	172	...	324	...	29	30	109
		Handia, ...	4		25	21	...	46	...	3	...	24
		Kurra, ...	8		48	52	...	100	...	87	...	64
		Khyragurh, ...	3		17	5	...	22	...	16	...	...
		Pachhim Serera, ...	12		27	41	...	68	...	59	...	37
		Phoolpore, ...	10		53	71	...	124	...	99	...	90
		Soraon, ...	25		121	126	...	247	...	237	...	134
		Total, ...	111	...	481	492	...	973	...	862	30	464
	Azimgurh.	Deogaon, ...	9	Different dates.	78	16	...	94	...	94	...	25
		Hazoor Tahsil, ...	27		133	85	...	218	...	218	...	43
		Jeanpore, ...	36		250	70	...	320	...	320	...	9
		Mahomedabad, ...	25		42	137	...	179	...	179	...	10
		Mahool, ...	52		145	120	...	265	...	265	...	1
		Nugra, ...	26		139	81	...	220	...	220	...	40
		Total, ...	175	..	787	509	...	1,296	...	1,296	...	128

DIX E.

Education, for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language at the close of the Year.						Receipts.				
Persian.	Urdoo.	Sanskrit.	Hindee.	Bengali, Kaithi, &c.	Monthly Rate of Schooling Fees.	From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
11b.	11c.	11d.	11e.	11f.	12.	13.	14.	15.	16.	17.
PUBLIC INSTRUCTION, N.-W.P.										
					Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
7	...	...	...	36	...	...	...	...	...	222 0 0
...	...	...	...	5	...	...	...	...	...	30 0 0
11	...	...	...	17	...	...	...	...	...	327 0 0
...	...	...	...	5	...	...	...	...	...	36 0 0
8	...	...	...	33	...	...	...	...	...	53 10 0
3	...	8	...	72	...	...	...	...	...	330 0 0
9	...	...	...	82	...	...	...	...	...	436 8 0
38	...	8	...	250	...	...	...	...	...	1,435 2 0
9	14	70	...	80	...	...	...	...	...	1,052 5 0
25	...	12	...	70	...	...	...	...	...	286 4 0
2	3	...	...	131	...	...	...	...	...	321 0 0
36	5	...	...	39	...	...	...	...	...	180 8 0
33	...	...	...	79	...	...	...	...	...	336 8 0
105	22	82	...	399	...	...	...	...	...	2,176 10 0
...	...	41	19	72	...	...	...	...	...	453 0 0
13	...	...	42	65	...	...	...	...	...	525 0 0
14	...	...	33	219	...	...	...	...	...	1,257 0 0
6	...	40	45	320	...	...	...	...	...	1,068 0 0
33	...	81	139	676	...	...	...	...	...	3,303 0 0
12	...	...	6	...	...	...	...	...	...	108 0 0
4	...	...	42	...	...	...	...	...	...	168 0 0
16	...	...	48	...	...	...	...	...	...	276 0 0
138	26	582	687	...	...	...	...	...	...	3,094 8 0
...	...	10	67	...	...	...	...	...	...	180 0 0
45	...	8	36	...	...	...	...	...	...	324 0 0
22	...	...	45	...	...	...	...	...	...	276 0 0
9	...	...	...	...	...	...	...	...	...	132 0 0
19	...	28	67	...	...	...	...	...	...	336 0 0
19	7	...	...	...	...	...	...	...	...	264 0 0
125	...	...	58	...	...	...	...	...	...	1,200 8 0
377	33	628	960	...	...	...	...	...	...	5,807 0 0
141	4	...	26	...	...	...	...	...	...	1,539 0 0
28	...	...	10	...	...	...	...	...	...	216 0 0
126	11	25	...	...	...	...	...	...	...	699 0 0
24	...	...	...	...	...	...	...	...	...	210 0 0
115	6	7	18	...	...	...	...	...	...	882 0 0
428	21	32	54	...	...	...	...	...	...	3,546 0 0
4,815	618	1,488	2,932	2,968	...	...	408 0 0	...	...	65,790 12 0
PUBLIC INSTRUCTION, N.-W. P.										
					From					
14	12	3	10	22	4 As. to 4 Rs.	...	...	...	...	113 7 0
...	...	4	11	8	2 „ „ 3 „	...	...	...	...	103 12 0
271	136	52	96	134	2 „ „ 7 „	...	...	...	...	1,358 9 0
32	26	4	15	23	1 „ „ 4 „	...	...	...	...	451 3 0
75	42	11	22	47	1 „ „ 7 „	...	...	...	...	504 2 0
...	...	5	18	16	4 „ „ 4 „	...	...	...	...	102 0 0
44	37	11	26	21	1 „ „ 4 „	...	...	...	...	856 11 0
86	57	22	64	76	1 „ „ 5 „	...	...	...	...	798 7 0
113	74	24	85	81	1 „ „ 4 „	...	...	...	...	1,132 15 0
635	384	136	347	428	1 „ „ 7 „	...	...	...	...	5,421 2 0
...	37	...	...	...	4 „ „ 4 „	...	...	...	...	330 0 0
64	20	63	25	80	2 „ „ 10 „	...	...	...	...	1,106 12 0
91	11	83	13	115	2 „ „ 8 „	...	...	...	...	2,134 8 0
25	8	10	12	20	4 „ „ 4 „	...	...	...	...	374 6 3
132	15	90	23	...	4 „ „ 5 „	...	...	...	...	1,268 0 0
158	36	22	10	...	4 „ „ 5 „	...	...	...	...	1,747 8 0
470	157	268	83	215	2 „ „ 10 „	...	...	...	...	6,961 2 3

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsil.	Number of Schools	When established.	Receipts. Sale of Books.	Receipts. Other sources.	Receipts. Total.
1.	2.	2a.	3.	4.	18.	19.	20.
						2ND CIRCLE, DEPARTMENT	
						Rs As. P.	Rs As P.
Indigenous Schools.	Hameerpore.	Hameerpore, ...	5	Different dates.	...	...	222 0 0
		Somerpore, ...	1		...	...	30 0 0
		Jalalpore, ...	6		...	...	327 0 0
		Jaithpore, ...	1		...	...	36 0 0
		Mahoba, ...	4		...	...	53 10 0
		Punwari, ...	7		...	...	330 0 0
		Raât, ...	9		...	...	436 8 0
		Total, ...	33	..	...	...	1,435 2 0
	Jaloun.	Jaloun, ...	15	Different dates.	...	...	1,052 6 0
		Madhogurh, ...	4		...	...	286 4 0
		Konch, ...	4		...	...	321 0 0
		Oraie, ...	3		...	...	180 8 0
		Ottah, ...	4		...	...	336 8 0
		Total, ...	30	..	...	...	2,176 10 0
	Jhansie	Jhansie, ...	8	Different dates.	...	...	453 0 0
		Moth, ...	8		...	...	525 0 0
		Garotha, ...	24		...	...	1,257 0 0
		Mhow, ...	17		...	...	1,068 0 0
		Total, ...	57	...	...	...	3,303 0 0
	Lullutpore.	Lullutpore, ...	2	Different dates.	...	...	108 0 0
		Mihroni, ...	3		...	...	168 0 0
		Total, ...	5		...	...	276 0 0
	Muttra.	Hazoor Tahsil, ...	71	Different dates.	...	...	3,094 8 0
		Areeng, ...	4		...	...	180 0 0
		Chatta, ...	5		...	...	324 0 0
		Kosi, ...	4		...	...	276 0 0
		Nawjheel, ...	2		...	...	132 0 0
		Mahabun, ...	9		...	...	336 0 0
		Sadabad, ...	4		...	...	264 0 0
		Jallasur, ...	21		...	...	1,200 8 0
		Total, ...	120	...	...	...	5,807 0 0
	Mynpoorie.	Mynpoorie, ...	16	Different dates	...	...	1,539 0 0
		Kurhul, ...	3		...	...	216 0 0
		Bhowgawn, ...	15		...	...	699 0 0
		Mustafabad, ...	3		...	...	210 0 0
		Shekoabad, ...	14		...	...	882 0 0
		Total, ...	51	...	...	...	3,546 0 0
		Grand Total, ...	1,161	...	...	4,745 15 0	70,944 11 0
						3RD CIRCLE, DEPARTMENT	
	Allahabad.	Arail, ...	4	Different dates.	...	15 6 0	128 13 0
		Bara, ...	2		...	16 5 0	120 1 0
		Chail, ...	43		...	98 8 0	1,457 1 0
		Handia, ...	4		...	11 6 0	462 9 0
		Kurra, ...	8		...	14 5 0	518 7 0
		Khyragurh, ...	3		...	8 6 0	110 6 0
		Pachhim Serera, ...	12		...	18 4 0	869 15 0
		Phoolpore, ...	10		...	15 11 0	814 2 0
		Soraon, ...	25		...	75 9 0	1,208 8 0
		Total, ...	111	...	...	268 12 0	5,689 14 0
	Azimgurh.	Deogaon, ...	9	Different dates.	...	...	330 0 0
		Hazoor Tahsil, ...	27		...	...	1,106 12 0
		Jeanpore, ...	36		...	...	2,134 8 0
		Mahomedabad, ...	25		...	...	374 6 3
		Mahool, ...	52		...	...	1,268 0 0
		Nugra, ...	26		...	...	1,747 8 0
		Total, ...	175	...	...	...	6,961 2 3

DIX E.

General Education, for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs. As. P.	Rs. As. P.	Rs As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
168 0 0	54 0 0	222 0 0	...	...	4 8 7	...	
15 0 0	15 0 0	30 0 0	...	...	6 0 0	...	
270 0 0	57 0 0	327 0 0	...	...	10 14 5	...	
24 0 0	12 0 0	36 0 0	...	...	7 3 2	...	
23 0 0	30 6 0	53 10 0	...	...	1 4 11	...	
138 0 0	192 0 0	330 0 0	...	...	3 9 4	...	
201 0 0	235 8 0	436 8 0	...	...	8 1 4	...	
839 4 0	595 14 0	1,435 2 0	...	...	5 3 2	...	
828 4 0	224 2 0	1,052 6 0	...	...	5 6 4	...	
168 1 0	118 3 0	286 4 0	...	...	3 12 3	...	
240 0 0	81 0 0	321 0 0	...	...	2 8 5	...	
156 0 0	24 8 0	180 8 0	...	...	2 5 0	...	
264 0 0	72 8 0	336 8 0	...	...	3 0 1	...	
1,656 5 0	520 5 0	2,176 10 0	...	...	3 11 3	...	
443 0 0	10 0 0	453 0 0	...	...	3 12 11	...	
502 0 0	23 0 0	525 0 0	...	...	4 6 0	...	
1,192 9 0	64 7 0	1,257 0 0	...	...	4 11 7	..	
972 5 0	95 11 0	1,068 0 0	...	...	2 9 7	...	
3,109 14 0	193 2 0	3,303 0 0	...	...	3 9 8	...	
48 0 0	60 0 0	108 0 0	...	...	6 0 0	...	
84 0 0	84 0 0	168 0 0	...	...	3 10 5	...	
132 0 0	144 0 0	276 0 0	...	...	4 5 0	...	
1,566 0 0	1,528 8 0	3,094 8 0	...	...	2 3 2	...	
96 0 0	84 0 0	180 0 0	...	...	2 5 5	...	
228 0 0	96 0 0	324 0 0	...	...	3 10 3	...	
168 0 0	108 0 0	276 0 0	...	...	4 1 11	...	
84 0 0	48 0 0	132 0 0	...	...	14 10 8	...	
288 0 0	48 0 0	336 0 0	...	...	2 15 2	...	
204 0 0	60 0 0	264 0 0	...	...	11 0 0	...	
986 8 0	214 0 0	1,200 8 0	...	...	6 7 9	...	
3,620 8 0	2,186 8 0	5,807 0 0	...	...	2 14 11	...	
1,155 0 0	384 0 0	1,539 0 0	...	...	9 3 6	...	
144 0 0	72 0 0	216 0 0	...	...	5 10 11	...	
531 0 0	168 0 0	699 0 0	...	...	4 13 2	...	
180 0 0	30 0 0	210 0 0	...	...	8 12 0	...	
588 0 0	294 0 0	882 0 0	...	...	5 10 6	...	
2,598 0 0	948 0 0	3,546 0 0	...	...	6 11 1	...	
54,955 3 0	15,989 8 0	70,944 11 0	..	...	5 3 6	...	
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							
113 7 0	15 6 0	128 13 0	...	...	6 12 6	...	
103 12 0	16 5 0	120 1 0	...	...	10 14 8	...	
1,358 9 0	98 8 0	1,457 1 0	...	...	4 14 3	...	
451 3 0	11 6 0	462 9 0	...	...	11 13 9	...	
504 2 0	14 5 0	518 7 0	...	...	5 15 4	...	
102 0 0	8 6 0	110 6 0	...	...	6 14 5	...	
856 11 0	13 4 0	869 15 0	...	...	14 11 2	...	
798 7 0	15 11 0	814 2 0	...	...	8 5 2	...	
1,132 15 0	75 9 0	1,208 8 0	...	...	5 2 8	...	
5,421 2 0	268 12 0	5,689 14 0	...	...	8 6 3	...	
330 0 0	...	330 0 0	...	...	3 8 2	...	
1,106 12 0	...	1,106 12 0	...	...	5 1 3	...	
2,134 8 0	..	2,134 8 0	...	...	6 10 9	...	
374 6 3	...	374 6 3	...	...	2 1 5	...	
1,268 0 0	...	1,268 0 0	...	...	4 2 9	...	
1,747 8 0	...	1,747 8 0	...	...	7 15 1	...	
6,961 2 3	...	6,961 2 3	...	...	5 5 11	...	

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality. District.	Locality. Tahsil.	Number of Schools.	When established.	Number of Pupils on the Rolls at the end of the year. Hindoos.	Mahomedans.	Others.	Total.	Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Guages English.	Arabic.
1.	2.	2a.	3.	4.	5.	6.	7.	8.	9.	10.	11.	11a.
									3RD CIRCLE, DEPARTMENT			
Indigenous Schools.	Banda.	Hazoor Tahsil, ...	21	Different dates.	247	85	...	332	...	332	...	25
		Pilanee, ...	3		15	15	...	30	...	30	...	...
		Total, ...	24	...	262	100	...	362	...	362	...	25
	Benares.	Chundowlee, ...	26	Different dates.	240	65	...	305	...	239	...	18
		Hazoor Tahsil, ...	270		3,234	367	...	3,601	...	2,440	506	244
		Total, ...	296	...	3,474	432	...	3,906	...	2,679	506	262
	Bustee.	Bustee, ...	11	Different dates.	138	88	...	226	...	226	...	20
		Bansi, ...	12		219	94	...	313	...	313	...	22
		Domeriagunj, ...	12		161	73	...	234	...	234	...	...
		Hariya, ...	6		88	28	...	116	...	116	...	4
		Khalelabad, ...	19		416	85	...	501	...	501	...	34
		Total, ...	60	...	1,022	368	...	1,390	...	1,390	...	80
	Futtehpore.	Ghazeepore, ...	31	Different dates.	164	40	...	304	...	180	...	13
		Hazoor Tahsil, ...	91		338	240	...	578	...	492	5	118
		Khaga, ...	27		159	108	...	267	...	267	...	36
		Khukreroo, ...	28		141	92	...	233	...	220	...	20
		Kulhanpore, ...	68		350	128	...	478	...	462	...	32
		Kora, ...	21		181	76	...	257	...	229	...	36
		Total, ...	266	...	1,333	684	...	2,017	...	1,820	5	255
	Ghazeepore.	Bullia, ...	35	Different dates.	82	66	...	148	...	140·05	24	18
		Ghazeepore, ...	23		120	133	...	253	...	192 20	35	25
		Mahomedabad, ...	10		50	36	...	86	...	80·15	6	6
		Rusra, ...	16		70	75	...	145	...	131·11	23	23
		Sydpore, ...	11		80	26	...	106	...	100·12	15	15
		Zamania, ...	16		151	110	...	261	...	210·95	12	12
		Total, ...	111	...	553	446	...	999	...	854·58	115	99
	Goruckpore.	Bansgnon, ...	25	Different dates	390	97	...	487	...	435·00	...	5
		Deururea, ...	58		419	211	...	630	...	601·00	...	...
		Hazoor Tahsil, ...	62		485	185	...	670	...	641·00	51	65
		Munsoorgunj, ...	9		108	15	...	123	...	109·00	...	...
		Pudrona, ...	31		283	...	...	283	...	241·00	...	...
		Total, ...	185	...	1,685	508	...	2,193	...	2,027·00	51	70
	Jounpore.	Jounpore, ...	25	Different dates.	155	123	...	278	...	254·81	25	81
		Kirakut, ...	15		109	...	...	109	...	80 34	...	...
		Kothun, ...	26		124	96	...	220	...	173·81	...	17
		Muchhlishahr, ...	18		45	83	...	128	...	108·14	...	20
		Mundiahoon, ...	14		105	8	...	113	...	92 26	...	...
		Total, ...	98	...	538	310	...	848	...	709·36	25	118
	Mirzapore.	Chunar, ..	16	Different dates.	199	67	...	266	..	145	...	48
		Hazoor, ...	81		900	409	...	1,309	...	715	...	75
		Total, ...	97	...	1,099	476	...	1,575	...	860	...	123
		Grand Total, ...	1,423	...	11,234	4,325	...	15,559	...	12,860·9	742	1,624
		Great Grand Total,	4,850	...	37,067	18,868	125	56,060	13,58,299	48,820·90	1,745	8,893

DIX E.

General Education for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Pupils studying in each Language at the close of the Year.					Monthly Rate of Schooling Fees.	Receipts.				
Persian.	Urdu.	Sanskrit.	Hindi.	Bengali, Kaithi, &c.		From Government.	Proceeds of Endowment.	Local rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.
11b.	11c.	11d.	11e.	11f.	12.	13.	14.	15.	16.	17.
PUBLIC INSTRUCTION, N.-W. P.—(*Continued.*)							Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
24	18	30	10	297	4 A. to 2 Rs	...	...	...	...	1,970 8 0
10	8	...	12	30	Ditto.	...	...	...	...	149 0 0
34	26	30	22	327	4 A. to 2 Rs	...	...	...	...	2,119 8 0
86	...	142	12	81	2 A. to 5 Rs.	...	1,784 1 0	...	...	314 13 0
712	118	1,592	515	841	2 A. to 10 Rs.	96 0 0	8,114 12 0	...	...	2,140 15 0
798	118	1,734	527	922	2 A. to 10 Rs.	96 0 0	9,898 13 0	...	...	2,455 12 0
116	39	92	15	...	4 A. to 5 Rs.	...	...	...	...	301 0 0
175	22	132	27	...	4 A. to 2 Rs.	...	...	...	...	150 0 0
188	26	66	18	...	Ditto.	...	...	...	...	300 0 0
66	22	50	15	..	4 A. to 4 Rs.	...	...	...	...	168 0 0
192	18	250	22	...	4 A. to 5 Rs.	...	...	...	...	450 0 0
837	117	580	97	...	4 A. to 5 Rs.	...	...	...	...	1,269 0 0
35	10	25	30	110	2 A. to 6 Rs.	1 9 0	...	...	...	1,288 8 0
188	40	80	50	210	2 A. to 8 Rs.	4 2 0	...	...	...	2,885 3 6
80	15	15	20	110	2 A. to 7 Rs.	2 0 0	...	...	...	1,042 0 0
60	10	18	40	98	2 A. to 8 Rs.	0 12 0	...	...	...	1,045 0 0
98	30	48	40	245	2 A. to 3 Rs.	2 8 0	...	...	...	727 5 6
80	20	20	25	110	1 A. to 8 Rs.	3 8 0	...	...	...	678 13 0
541	125	206	205	883	1 A. to 8 Rs	14 7 0	...	...	...	7,666 14 0
35	35	20	26	...	4 A to 4 Rs.	...	...	...	...	1,680 0 0
66	45	16	66	...	Ditto.	...	...	...	...	864 0 0
24	20	8	10	...	Ditto.	...	...	...	...	480 0 0
38	26	20	23	...	Ditto.	...	...	...	...	768 0 0
46	14	7	14	...	Ditto.	...	...	...	...	528 0 0
95	31	37	40	...	Ditto.	...	...	...	...	768 0 0
304	161	108	176	...	4 A. to 4 Rs	...	...	...	...	5,088 0 0
51	40	295	98	...	4 A to 2 Rs.	2 8 0	...	...	...	641 0 0
243	121	294	118	15	Ditto.	4 0 0	...	...	...	1,371 0 0
365	145	105	45	67	1 R to 8 Rs.	[illegible] 0 0	...	...	...	3,847 0 0
...	...	116	90	[illegible]	1 R to 2 Rs.	1 8 0	...	...	...	...
88	11	198	[illegible]	35	1 R. to 8 Rs.	1 4 0	...	...	...	735 0 0
747	317	1,008	283	117	4 A. to 8 Rs	18 4 0	...	...	...	6,594 0 0
117	...	...	...	61	4 A. to 7 Rs.	...	...	...	3,868 0 0	489 8 0
15	...	...	82	12	4 A to 8 A.	...	...	...	240 0 0	69 0 0
125	...	...	4	82	Ditto.	...	...	...	1,388 0 0	388 0 0
96	...	...	12	...	Ditto.	...	...	...	974 0 0	45 0 0
11	...	...	91	11	4 A. to Rs. 1-8	...	...	...	264 0 0	177 0 0
364	...	...	189	160	4 A. to 7 Rs.	...	...	...	6,734 0 0	1,168 8 0
109	28	18	52	110	1 A. to 9 Rs.	...	...	...	...	932 0 0
225	110	190	180	620	2 A. to 4 Rs.	...	...	...	...	2,551 0 0
334	138	208	232	730	1 A. to 4 Rs	...	...	...	...	3,483 0 0
4,622	1,476	4,373	2,251	3,788	1 A. to 10 Rs	118 11 0	9,898 13 0	...	6,734 0 0	42,236 14 3
21,149	3,731	6,933	13,620	6,756	...	118 11 0	10,693 13 0	...	6,734 0 0	1,75,250 4 3

APPEN

TABLE No. 6.—*I. Institutions for*

PRIVATE SCHOOLS OF THE LOWER CLASS OPEN TO

Name of Institution.	Locality: District.	Locality: Tahsil.	Number of Schools.	When established.	Receipts: Sale of Books.	Receipts: Other sources.	Receipts: Total.
1.	2.	2a.	3.	4.	18.	19	20.
							3RD CIRCLE, DEPARTMENT
					Rs. A. P.	Rs. A P.	Rs A P
INDIGENOUS SCHOOLS.	BANDA.	Hazoor Tahsil, ...	21	Different dates.	...	...	1,970 8 0
		Pilance, ...	3		...	...	149 0 0
		Total, ...	24	...	...	...	2,119 8 0
	BENARES	Chundowlee, ...	26	Different dates	...	...	2,098 14 0
		Hazoor Tehsil, ...	270		...	...	10,351 11 0
		Total, ...	296	...	...	...	12,450 9 0
	BUSTEE.	Bustee, ...	11	Different dates.	...	...	301 0 0
		Bansi, ...	12		...	...	150 0 0
		Domariagunj, ...	12		...	...	300 0 0
		Hariya, ...	6		...	...	168 0 0
		Khalelabad, ...	19		...	...	450 0 0
		Total, ...	60	...	...	...	1,269 0 0
	FUTTEHPORE.	Ghazeepore, ...	31	Different dates.	...	...	1,290 1 0
		Hazoor Tahsil, ...	91		...	...	2,889 5 6
		Khaga, ...	27		...	...	1,044 0 0
		Khukreroo, ...	28		...	...	1,045 12 0
		Kullianporo, ...	68		...	...	729 13 6
		Kora, ...	21		...	...	682 5 0
		Total, ...	266	...	...	...	7,681 5 0
	GHAZEEPORE	Bulliya, ...	35	Different dates.	...	...	1,680 0 0
		Ghazeepore, ...	23		...	...	864 0 0
		Mahomedabad, ...	10		...	...	480 0 0
		Rusra, ...	16		...	...	768 0 0
		Sydpore, ...	11		...	...	528 0 0
		Zamania, ...	16		...	...	768 0 0
		Total, ...	111	...	...	...	5,088 0 0
	GORUCKPORE.	Banagaon, ...	25	Different dates.	...	...	643 8 0
		Denrurea, ...	58		...	...	1,375 0 0
		Hazoor Tahsil, ...	62		...	...	3,856 0 0
		Munsoorgunj, ...	9		...	...	1 8 0
		Pudrona, ...	31		...	...	736 4 0
		Total, ...	185	...		...	6,612 4 0
	JOUNPORE.	Jounpore, ...	25	Different dates.	...		4,357 8 0
		Kirakut, ...	15		...	...	309 0 0
		Kothun, ...	26		...	...	1,776 0 0
		Muchhlishahr, ...	18		...	...	1,019 0 0
		Mundiahoon,	14		...	...	441 0 0
		Total, ...	98	...	...	...	7,902 8 0
	MIRZAPORE	Chunar, ...	16	Different dates.	...	161 0 0	1,093 0 0
		Hazoor, ...	81			502 0 0	3,053 0 0
		Total, ..	97	...	...	663 0 0	4,146 0 0
	GRAND TOTAL, ..		1,423	..		931 12 0	59,920 2 3
	GREAT GRAND TOTAL, ...		4,850	...	...	43,660 10 0	2,36,457 6 3

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION, N. W. P.
Dated Bareilly, the 22nd June, 1868.

DIX E.

General Education for the year 1867-68.

GOVERNMENT INSPECTION (INDIGENOUS SCHOOLS).

Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
21.	22.	23.	24.	25.	26.	27.	28.
PUBLIC INSTRUCTION, N.-W. P.—(*Concluded.*)							
Rs A. P.	Rs, A. P.	Rs A. P.	Rs, A. P.	Rs. A. P.	Rs, A. P.	Rs. A. P.	
1,970 8 0	...	1,970 8 0	...	...	5 14 11	...	
149 0 0	...	149 0 0	...	...	4 15 6	...	
2,119 8 0	...	2,119 8 0	...	...	3 1 6	...	
2,098 14 0	...	2,098 14 0	...	...	8 12 2	...	
10,351 11 0	...	10,351 11 0	...	...	4 3 11	0 7 5	
12,450 9 0	...	12,450 9 0	...	...	4 10 4	0 7 5	
301 0 0	...	301 0 0	...	...	1 6 3	...	
150 0 0	...	150 0 0	...	...	0 7 0	...	
300 0 0	...	300 0 0	...	...	0 4 6	...	
168 0 0	...	168 0 0	...	...	1 7 2	...	
450 0 0	...	450 0 0	...	...	0 3 2	...	
1,269 0 0	...	1,269 0 0	...	...	0 14 0	...	
1,288 8 0	1 9 0	1,290 1 0	...	...	7 2 8	0 0 2	
2,885 3 6	4 2 0	2,889 5 6	...	...	5 14 0	0 0 2	
1,042 0 0	2 0 0	1,044 0 0	...	...	4 6 6	0 0 2	
1,045 0 0	0 12 0	1,045 12 0	...	...	4 12 1	0 0 1	
727 5 6	2 8 0	729 13 6	...	...	1 9 4	0 0 1	
678 13 0	3 8 0	682 5 0	...	...	2 15 8	0 0 3	
7,666 14 0	14 7 0	7,681 5 0	...	...	4 3 6	0 0 2	
1,680 0 0	...	1,680 0 0	...	...	11 5 8	...	
864 0 0	...	864 0 0	...	...	3 6 8	...	
480 0 0	...	480 0 0	...	...	5 9 4	...	
768 0 0	...	768 0 0	...	...	5 4 9	...	
528 0 0	...	528 0 0	...	...	4 15 8	...	
768 0 0	...	768 0 0	...	...	2 15 1	...	
5,088 0 0	...	5,088 0 0	...	...	5 2 5	...	
641 0 0	2 8 0	643 8 0	...	...	1 7 8	0 0 1	
1,371 0 0	4 0 0	1,375 0 0	...	...	2 4 7	0 0 1	
3,847 0 0	9 0 0	3,856 0 0	...	...	6 0 3	0 0 3	
...	1 8 0	1 8 0	...	...	0 0 3	0 0 3	
735 0 0	1 4 0	736 4 0	...	...	3 0 11	0 0 1	
6,594 0 0	18 4 0	6,612 4 0	...	...	3 4 2	0 0 2	
3,868 0 0	489 8 0	4,357 8 0	...	...	15 10 10	...	
240 0 0	69 0 0	309 0 0	...	...	2 12 5	...	
1,388 0 0	388 0 0	1,776 0 0	...	...	8 1 2	...	
974 0 0	45 0 0	1,019 0 0	...	...	7 15 4	...	
264 0 0	177 0 0	441 0 0	...	...	3 14 5	...	
6,734 0 0	1,168 8 0	7,902 8 0	...	...	9 5 1	...	
932 0 0	161 0 0	1,093 0 0	...	...	6 6 10	...	
2,551 0 0	502 0 0	3,053 0 0	...	...	4 4 4	...	
3,483 0 0	663 0 0	4,146 0 0	...	...	4 13 2	...	
57,787 3 3	2,132 15 0	59,920 2 3	...	...	4 10 6	0 0 1½	
2,01,459 3 3	34,998 3 0	2,36,457 6 3	...	...	4 13 6	0 0 0½	

M. KEMPSON
Director of Public Instruction, N.-W. P.

APPENDIX E.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools) for the year* 1867-68.

GOVERNMENT INSTITUTIONS.

Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.		
			Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		From Government.	Proceeds of Endowments.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10*a*.	10*b*.	10*c*.	10*d*.	10*e*.	10*f*.	11.	12.	13.	14.
																	Rs. As. P.		Rs. As. P.
Male Normal School, ...	Agra, ...	1st June, 1855, ...	105	18	...	123	90·09	73·89	122	...	...	122	...	123	..	1 A. to 4 As.	10,315 10 10	...	...
Ditto, ...	Benares, ...	June, 1856, ...	134	16	...	150	160	130 00	101	...	...	114	...	150	...	...	12,154 0 0	...	1,200 0 0
Ditto, ...	Meerut, ...	1st January, 1857,	36	20	...	56	73 00	69 00	12	...	10	28	15	28	...	...	7,780 12 6	...	2,510 8 2
Ditto, ...	Almorah, ...	1st January, 1860,	17	...	1	18	21·00	12·00	...	...	...	...	...	18	...	...	1,248 0 0	...	...
Ditto, ...	Ajmere, ...	1864, ...	10	...	...	10	10 20	8·80	...	...	...	...	...	10	...	...	251 3 0	...	...
Ditto, ...	Etawah, ...	...	18	...	...	18	18·00	17·00	...	...	...	...	...	18	...	...	600 0 0	..	...
Female Normal School, ...	Agra, ...	1st December, 1864,	17	...	...	17	19·36	16·66	...	...	...	...	..	17	...	...	1,196 6 7	...	...
Ditto, ...	Benares, ...	...	9	1	...	10	10·00	8 00	...	...	...	...	..	10	...	...	1,145 0 0	...	...
Ditto, ...	Allygurh, ...	1st May, 1867, ...	10	...	...	10	8·00	7·30	...	...	...	...	...	10	...	...	881 1 6	...	...
Thomason Civil Engineering College, ...	Roorkee, ...	19th October, 1847,	58	24	64	146	146·00	128·6	64	...	...	82	...	...	...	...	86,329 0 0	...	...
Medical School, ...	Agra, ...	1854, ...	11	74	1	86	86·35	89·5	...	...	...	86	...	...	...	...	6,419 8 0	...	...
	...	...	425	153	66	644	632 00	559·76	299	...	10	432	15	384	...	...	128,320 10 5	...	3,710 8 2

APPENDIX E.

TABLE No. 7.—*II. Institutions for Special or Professional Education (including Normal Schools) for the year* 1867-68.

GOVERNMENT INSTITUTIONS.

Name of Institution.	Locality.	When established.	Receipts.—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Difference between Receipts and Charges. Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each Pupil. Total cost.	Cost to Government.	Remarks.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24	25.	26.	27.
			Rs. As. P.	Rs. As. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P	
Male Normal School,	Agra, ...	1st June, 1855, ...	1,831 5 4	55 8 0	...	...	12,202 8 2	11,626 15 4	575 8 10	12,202 8 2	...	...	135 7 2	114 8 1	
Ditto, ...	Benares, ...	June, 1856, ...	...	10 0 0	...	...	13,364 0 0	13,354 0 0	...	13,354 0 0	10 0 0	..	102 12 9	93 7 10	
Ditto, ...	Meerut, ...	1st January, 1857,	...	14 8 1	...	302 8 2	10,608 4 11	10,410 2 2	198 2 9	10,608 4 11	...	...	145 5 1	106 8 9	
Ditto, ...	Almorah,	1st January, 1860,	...	...	...	...	1,248 0 0	1,248 0 0	...	1,248 0 0	...	...	104 0 0	104 0 0	
Ditto, ...	Ajmere, ...	1864, ...	...	...	...	...	251 3 0	251 3 0	...	251 3 0	...	...	24 10 1	24 10 1	
Ditto, ...	Etawah, ...	...	1,341 0 0	...	..	...	1,941 0 0	1,941 0 0	...	1,941 0 0	...	...	107 13 4	33 5 4	
Female Normal School,	Agra, ...	1st December, 1864,	585 1 2	...	...	...	1,781 7 9	1,705 13 3	75 10 6	1,781 7 9	...	...	92 0 4	61 12 9	
Ditto, ...	Benares, ...	...	...	...	...	...	1,145 0 0	1,145 0 0	...	1,145 0 0	...	...	114 8 0	114 8 0	
Ditto, ...	Allygurh,	1st May, 1867, ...	...	...	...	...	881 1 6	847 1 6	34 0 0	881 1 6	...	...	110 2 2	110 2 2	
Thomason Civil Engineering College, ...	Roorkee,	19th Octr,, 1847,	...	...	...	...	86,329 0 0	69,814 0 0	16,515 0 0	86,329 0 0	...	...	671 0 0	671 0 0	
Medical School, ...	Agra, ...	1854, ...	...	...	...	...	6,419 8 0	6,419 8 0	...	6,419 8 0	...	...	71 11 7	71 11 7	
		...	3,757 6 6	80 0 1	...	302 8 2	1,36,171 1 4	1,18,762 11 3	17,398 6 1	1,36,161 1 4	10 0 0	...	215 6 9	203 0 7	

Office of Director of Public Instruction,
North-Western Provinces.
Dated Bareilly, the 30th June, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 8.—*II. Institutions for Special or Professional Education (including Normal Schools) for the year* 1867-68.

PRIVATE INSTITUTIONS.

Name of Institution.	Locality.	When established.	Number of Pupils on the Rolls at the end of the Year.				Average number of Pupils on the Rolls monthly.	Average daily attendance.	Number of Pupils studying in each Language at the close of the Year.							Monthly rate of Schooling Fees.	Receipts.			
																	From Government.			
			Hindoos.	Mahomedans.	Others.	Total.			English.	Arabic.	Persian.	Urdu.	Sanskrit.	Hindi.	Bengali.		By monthly grants.	Special or building grant.	Proceeds of Endowments.	Local rate of Assessment.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	10*a*.	10*b*.	10*c*.	10*d*	10*e*.	10*f*.	11.	12.	12*a*.	13.	14.
For Males																	Rs. As. P	Rs. As. P.		
Church Mission Training School, ..	Meerut, ...	1865	...	...	14	14	13	13	14	...	...	14	...	3	...	...	300 0 0	...	...	...
Church Mission Normal School, ...	Segra, ...	1861	...	...	44	44	44	42	40	...	...	44	...	44	...	...	2,400 0 0	1,200 0 0	2,688 0 0	...
For Females.																				
Church Mission Normal School, ...	Benares, ...	1863	...	...	39	39	36	35	34	...	...	39	...	39	...	...	1,500 0 0	...	1,500 0 0	..
	Total, ...	...	...	...	97	97	93	90	88	...	...	97	...	86	...	...	4,200 0 0	1,200 0 0	4,188 0 0	...

APPENDIX E.

TABLE No. 8.—*II. Institutions for Special or Professional Education (including Normal Schools) for the year* 1867-68.

PRIVATE INSTITUTIONS.

Name of Institution.	Locality.	When established.	Receipts.—(*Concluded.*) Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Difference between Receipts and Charges. Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of Educating each Pupil. Total cost.	Cost to Government.	Remarks.
1.	2.	3.	15.	16.	17.	18.	19.	20.	21.	22.	23.	24.	25.	26.	27.
For Males.			Rs. As. P.			Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.			Rs. As. P.	Rs. As. P.	
Church Mission Training School, ...	Meerut, ...	1865	...	...	...	435 0 0	735 0 0	735 0 0	...	735 0 0	...	...	56 8 7	23 1 2	
Church Mission Normal School, ...	Segra, ...	1861	1,193 0 0	...	...	1,200 0 0	8,681 0 0	5,836 0 0	2,845 0 0	8,681 0 0	...	...	201 13 5	81 13 1	
For Females.															
Church Mission Normal School, ...	Benares, ...	1863	434 12 3	...	..	...	3,434 12 3	3,362 12 3	72 0 0	3,434 12 3	...	...	95 6 6	41 10 8	
	Total, ...	...	1,627 12 3	...	...	1,635 0 0	12,850 12 3	8,933 12 3	2,917 0 0	12,850 12 3	...	...	138 2 9	58 1 0	

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 30th June, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 9.—*Abstract of Attendance at the Government and Private Institutions during the year* 1867-68.

		Number attending Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
General Education, ...	Government, ...	1,273	2,667	1,20,294	1,24,234	
	Private, ...	1,259	16,667	56,060	73,986	
Special Education, ...	Government, ...	232	329	83	644	
	Private, ...	...	83	14	97	
	TOTAL, ...	2,764	19,746	1,76,451	1,98,961	

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES.
Dated Bareilly, the 25th July, 1868.

M KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 10.—*Abstract of Receipts and Charges at the Government and Private Institutions for the year* 1867-68.

		Receipts.				Charges.				Remarks.
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.	
		Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education,	Government, ...	2,05,679 3 5	1,23,793 8 0	3,93,251 4 6	7,22,723 15 11	1,84,218 1 6	1,21,260 8 10	3,70,500 15 8	6,75,979 10 0	
	Private, ...	57,186 0 0	3,08,669 9 3	2,36,457 6 3	6,02,312 15 6	58,939 15 9	2,98,858 6 8	2,36,457 6 3	5,94,255 12 8	
Special Education, ...	Government, ...	92,748 8 0	36,174 13 1	7,247 12 3	1,36,171 1 4	92,748 8 0	36,164 13 1	7,247 12 3	1,36,161 1 4	
	Private, ...	...	12,115 12 3	735 0 0	12,850 12 3	...	12,115 12 3	735 0 0	12,850 12 3	
Total, ...		3,55,613 11 5	4,80,753 10 7	6,37,691 7 0	14,74,058 13 0	3,35,906 9 3	4,68,399 8 10	6,14,941 2 2	14,19,247 4 3	

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 25th July, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

TABLE No. 11.—*Abstract of Grants-in-aid received by Private Institutions during* 1867-68.

	Colleges.	Superior Schools.	Inferior Schools.	Total.	Remarks.
	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
General Education, ...	21,533 0 0	1,37,459 6 2	34,962 0 0	1,93,954 6 2	
Special Education, ...	0 0 0	5,100 0 0	300 0 0	5,400 0 0	
Total, ...	21,533 0 0	1,42,559 6 2	35,262 0 0	1,99,354 6 2	

Office of Director of Public Instruction,
North-Western Provinces:
Dated Bareilly, the 25th July, 1868.

M. KEMPSON,
Director of Public Instruction,
North-Western Provinces.

APPENDIX E.

Table No. 12.—General Statement of Attendance and Cost of Education at each Institution for the last five years.

	1863-64.		
	Average attendance.	Total cost.	Cost of educating each pupil.
		Rs. As. P.	Rs. As. P.
GENERAL EDUCATION,—GOVERNMENT.			
Government College, Agra ...	258	42,143 7 7	163 5 7
Ditto Bareilly ...	314	38,880 0 0	123 13 1
Ditto Benares ...	441	64,630 12 9	146 8 10½
Ditto School, Ajmere ...	153·5	18,440 10 10	120 2 0
Hume's High School, Etawah ...	306	9,095 13 3	29 9 4
Government Zillah School, Saharunpore ...	49	857 13 5	17 8 1
Ditto ditto Mozuffernagur ...	35	1,214 10 3	34 11 3
Ditto ditto Meerut ...	...	...	...
Ditto ditto Bolandshahr ...	75	1,419 12 6	18 14 11
Ditto ditto Aligarh ...	156	2,605 1 8	16 10 7
Ditto ditto Bijnore ...	40	712 15 6	17 3 2
Ditto ditto Moradabad ...	79	1,317 11 3	16 10 9
Ditto ditto Budaon ...	44	911 1 10	20 11 4
Ditto ditto Shahjahanpore ...	77	2,676 6 4	34 12 2
Ditto ditto Muthra ...	...	...	...
Ditto ditto Etah, (Kasgunj) ...	...	...	...
Ditto ditto Mynpoory ...	...	...	...
Ditto ditto Furrukabad ...	...	...	...
Ditto ditto Cawnpore ...	...	...	...
Ditto ditto Hamirpore ...	...	...	...
Ditto ditto Jaloun ...	...	...	...
Ditto di to Jhansi ...	...	...	...
Ditto ditto Lallatpore ...	...	...	...
Ditto ditto Futtehpore ...	92	358 10 10	3 14 4
Ditto ditto Banda ...	...	...	...
Ditto ditto Allahabad ...	...	...	...
Tahseeli Schools.			
1st Circle, Department of Public Instruction, North-Western Provinces ... No. 57	4,354	18,620 9 9	4 4 5
2nd Circle ... „ 60	4,937·11	29,951 9 1	6 1 0
3rd Circle ... „ 53	2,463 39	14,231 7 5	5 12 5
Kamaon Circle ... „ 35	1,221	4,263 8 2	3 12 10
Ajmere Circle ... „ 31	404·5	1,610 3 5	4 0 0
Halqabundi Schools.			
1st Circle, Department of Public Instruction, North-Western Provinces ... No. 835	231·87	75,027 10 4	3 3 9
2nd Circle ... „ 999	26,455 57	73 187 2 10	2 12 3
3rd Circle ... „ 1,297	29,011·15	37,510 14 7	2 14 0
Kamaon Circle ... „ 31	937	2,350 13 9	2 8 2
Female Schools.			
1st Circle, Department Public Instruction, North-Western Provinces ... No. 98	1,277	3,562 10 8	2 12 7
2nd Circle ... „ 188	437·85	5,526 6 10	12 10 4
3rd Circle ... „ 94	96·93	368 0 10	4 1 5
Kamaon Circle ... „ 10	...	...	...
Ajmere Circle ... „ 4	...	...	...
GENERAL EDUCATION,—PRIVATE.			
I.—Boys' Schools (Aided.)			
Dehra Doon. American Presbyterian Mission School, Dehra ...	174	3,418 10 0	19 10 4
Dehra Doon. Ditto ditto Rajpore ...	...	...	...
Dehra Doon. Church Mission School, Aunfield ...	...	...	...
Dehra Doon. Dr Whittal's School, Mothiberi ...	...	...	...
Saharunpore. American Presbyterian Mission School, Saharunpore ...	92	2,566 0 0	57 11 0
Saharunpore. Ditto Orphan ditto ...	...	...	...
Saharunpore. Society Propagation Gospel Mission School, Roorkee ...	61	685 15 9	11 4 0
Meerut ... Church Mission Anglo-Vernacular School, Meerut ...	105	3,886 8 0	37 0 3
Meerut ... Ditto Village School, Kankerkhera,	...	...	...
Meerut ... Ditto ditto Ikla ...	...	...	...

APPEN

Table No. 12.—General Statement of Attendance and Cost of Education

	1864-65.			
	Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.
		Rs. As. P.	Rs. As. P.	
GENERAL EDUCATION,—GOVERNMENT.				
Government College, Agra ...	266·6	45 288 4 7	170 0 0	247·4
Ditto Bareilly ...	309	41,174 0 0	133 4 0	265
Ditto Benares ...	502	69,576 11 1	138 9 7	528
Ditto School, Ajmere ...	169·8	19,723 10 6	116 0 4	197·9
Hume's High School, Etawah ...	...	...	4 0 0	358
Government Zillah School, Saharunpore ...	48	1,154 5 5	25 10 6	50
Ditto ditto Mozuffernagur ...	40	1,462 10 5	36 5 1	57
Ditto ditto Meerut ...	11	143 4 9	13 0 5	73
Ditto ditto Bolandshahr ...	67	1,509 15 7	22 8 7	67
Ditto ditto Aligarh ...	175	3,351 8 7	19 2 5	206
Ditto ditto Bijnore ...	39	784 0 9	27 0 9	57
Ditto ditto Moradabad ...	102	2,534 4 4	24 13 6	135
Ditto ditto Budaon ...	80	1,443 15 2	18 0 9	112
Ditto ditto Shahjahanpore ...	137	3,072 5 11	22 6 10	120
Ditto ditto Muthra ...	47·73	837 15 6	17 8 11	62·38
Ditto ditto Etah, (Kasgunj) ...	11 08	736 15 10	61 8 4	44
Ditto ditto Mynpoory ...	53 87	347 11 6	6 7 3	83 44
Ditto ditto Furrukabad ...	70·62	617 13 3	9 9 6	78
Ditto ditto Cawnpore ...	14·49	213 2 3	14 11 4	42·16
Ditto ditto Hamirpore ...	21	659 12 0	31 6 8	16
Ditto ditto Jaloun ...	8·25	405 8 6	49 2 0	6·63
Ditto ditto Jhansi ...	...	...	...	...
Ditto ditto Lallatpore ...	49	313 7 9	6 6 4	48
Ditto ditto Fattehpore ...	68·96	1,394 14 0	20 13 5	66·97
Ditto ditto Banda ...	79·97	1,275 4 0	12 6 1	73 61
Ditto ditto Allahabad ...	162 69	2,286 12 0	14 0 11	218·84
Tahseeli Schools.				
1st Circle, Department of Public Instruction, North-Western Provinces ... No. 57	5,996	23,495 9 8	4 9 9	7,126
2nd Circle ... „ 60	5,672	19,220 3 0	3 6 2	5,724·83
3rd Circle ... „ 53	2,613	15,446 6 5	5 11 7	2,689·28
Kamaon Circle ... „ 35	1,409	4,600 11 3	3 4 3	1,306
Ajmere Circle ... „ 31	583·4	2,135 5 5	4 1 9	639·2
Halqabundi Schools.				
1st Circle, Department of Public Instruction, North-Western Provinces ... No. 835	24,116	80,173 1 10	3 5 2	21,664
2nd Circle ... „ 999	27,448	79,103 15 11	2 14 1	27,231
3rd Circle ... „ 1207	27,529	84,446 9 9	3 1 0	28,563
Kamaon Circle ... „ 41	991	3,162 13 5	3 3 1	841
Female Schools.				
1st Circle, Department Public Instruction, North-Western Provinces ... No. 98	2,882	6,800 2 3	2 5 9	3,006
2nd Circle ... „ 188	2,365	3,140 11 7	1 5 2	3,630
3rd Circle ... „ 94	929	1,898 5 1	2 0 9	1,036·44
Kamaon Circle ... „ 10	...	...	...	...
Ajmere Circle ... „ 4	...	...	...	...
GENERAL EDUCATION,—PRIVATE.				
1.—Boys' Schools (Aided.)				
Dehra Doon — American Presbyterian Mission School, Dehra ...	172	2,172 0 0	12 10 0	157
Dehra Doon — Ditto ditto Rajpore ...	34	1,032 0 0	30 5 8	40
Dehra Doon — Church Mission School, Aunfield ...	...	...	...	45
Dehra Doon — Dr. Whittal's School, Mathiberi ...	...	...	...	28
Saharunpore — American Presbyterian Mission School, Saharunpore ... / Ditto Orphan ditto ...	129	3,976 5 9	30 13 2	128
Saharunpore — Society Propagation Gospel Mission School, Roorkee ...	52	3,375 14 0	64 14 11	90
Meerut ... — Church Mission Anglo Vernacular School, Meerut ...	117	3,221 5 8	29 3 11	140
Meerut ... — Ditto Village School, Kankerkhera ...	23	342 4 0	14 14 1	18
Meerut ... — Ditto ditto Ikla ...	12	186 0 0	15 8 0	16

DIX E.

at each Institution for the last five years.—(Continued.)

1865-66.			1866-67.			1867-68.		
Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each pupil.
Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
49,539 12 5	200 9 0	287·39	55,992 9 2	161 5 9	330	54,589 13 6	186 2 3
39,889 7 2	150 0 0	268	41,518 6 2	154 14 8	284	47,234 0 8	171 5 5
69,486 8 11	131 9 7	601	72,456 0 11	112 8 1	714	82,444 3 4	115 7 5
20,149 7 7	101 12 3	275·46	21,519 6 3	65 6 6	307·5	20,107 2 9	65 6 2
11,551 1 8	32 4 3	408	11,460 15 3	27 10 10	403	11,438 12 5	28 6 1
1,059 10 5	21 3 1	58	1,215 1 5	20 15 2	54·68	2,733 5 0	49 11 2
1,527 2 11	26 12 8	64	1,512 13 0	23 10 2	50·16	3,196 8 6	63 14 11
1,425 15 2	19 8 6	105	1,741 13 9	16 9 5	83 9	2,882 14 11	34 5 4
1,908 5 0	28 7 9	72	1,680 2 8	23 5 4	74·5	2,860 13 5	38 6 6
3,757 3 5	18 4 7	218	3,309 5 1	15 2 10	180	10,818 5 2	60 2 1
2,284 14 7	40 1 11	74	2,384 14 6	32 3 8	87 9	3,191 6 6	36 5 4
5,874 6 3	43 8 3	128	4,928 6 2	38 3 0	122 91	9,848 1 0	80 1 1
2,184 6 1	19 8 1	114	2,948 4 5	25 13 9	95·82	6,063 5 11	63 7 7
2,620 6 0	20 5 0	98	2,786 5 8	28 6 10	88·22	5,657 7 7	64 4 8
892 15 6	14 4 9	63·71	1,026 6 6	16 1 9	117·5	5,046 1 7	42 15 1
1,036 3 8	23 8 10	122·67	2,471 6 4	20 2 4	54 5	2,385 11 9	43 12 4
932 1 6	11 14 3	159·22	984 4 0	6 2 8	118·5	2,505 14 2	21 2 4
720 0 0	9 3 8	63·82	663 13 6	10 6 6	71·72	2,559 10 7	35 11 0
656 10 9	15 9 3	65·87	788 6 2	11 15 5	157	7,968 8 6	50 12 1
689 12 6	43 1 9	20	643 0 6	32 2 5	34 25	2,333 14 11	68 2 3
159 8 0	28 15 9	15·25	283 4 8	15 4 9	13·	1,668 9 6	128 3 8
...	...	...	...	...	64·02	2,611 13 9	40 12 9
411 15 11	8 9 2	48	422 8 0	8 12 10	99	1,568 15 0	15 3 1
1,348 5 0	20 2 2	99·59	1,342 8 0	13 7 8	62·5	2,601 7 6	28 8 0
1,418 9 0	13 4 1	89·07	1,650 0 1	15 11 5	90·73	3,217 2 6	37 6 6
3,099 7 2	14 2 7	289·74	4,071 7 0	14 1 4	249	7,994 7 11	34 1 11
27,898 6 6	3 14 7	6,419	27,010 5 11	4 3 5	4,666	20,710 2 3	4 10 1
31,280 0 10	5 2 9	6,094·43	23,796 9 3	3 14 5	5,032·91	20,596 6 8	4 1 5
15,230 2 1	5 10 7	3,370·93	12,210 9 10	3 9 10	3,568·07	11,855 6 9	4 2 6
5,113 4 6	3 14 7	1,468	4,770 10 5	3 4 0	1,272	4,376 15 0	3 9 11
2,587 14 0	4 0 9	577	3,705 10 5	6 6 9	15,203·37	63,509 0 4	4 5 9
70,973 6 11	2 14 4	21,866	69,359 12 1	3 2 9	25,014	89,862 14 11	3 9 6
81,623 2 2	2 1 7	30,453 78	79,648 11 9	2 9 10	30,094·84	81,922 4 11	2 11 8
79,542 5 4	2 12 6	30,856·87	82,975 3 3	2 0 8	36,962·17	1,01,529 5 1	3 2 4
3,218 1 4	3 12 3	947	3,066 4 2	3 3 9	1,823	3,556 6 5	4 1 0
9,701 6 9	3 3 7	2,227	9,086 10 8	4 1 3	1,720	7,397 3 5	4 4 9
14,360 0 4	3 15 3	4,499 67	16,877 4 7	3 12 0	3,757·93	14,311 7 8	3 12 11
4,014 15 4	3 14 0	1,286 42	4,217 14 0	2 7 3	1,502·75	5,345 3 8	4 12 2
...	...	...	...	...	90	849 0 8	9 6 11
...	...	...	...	...	38	873 6 3	22 15 8
4,845 0 9	37 4 3	115	3,373 2 3	23 1 0	137·5	4,563 8 9	33 3 0
1,212 0 0	13 4 10	35	112 0 0	3 3 2	53	1,352 15 8	22 5 5
1,150 0 0	25 8 9	56	537 8 8	9 12 9	47	1,179 0 1	25 1 4
144 0 0	5 2 2	15	88 0 0	3 8 3	...	42 0 0	...
4,073 6 6	31 3 2	113	2,644 8 0	16 6 0	198	2,496 0 0	12 8 0
					44	1,344 0 0	30 8 0
3,181 13 11	35 5 6	105	2,724 2 0	21 12 8	132	3,417 13 0	25 14 2
4,252 4 3	30 6 0	152	5,004 10 1	29 4 3	190	5,603 0 0	29 7 9
298 14 9	16 9 8	15	256 10 9	18 15 0	31	279 0 0	9 0 0
197 14 0	12 6 0	14	124 9 0	7 12 0	20	150 0 0	7 8 0

APPEN

Table No. 12.—General Statement of Attendance and Cost of Education

		1863-64.			1864-65.		
		Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.
			Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Bijnore ...	American Methodist Episcopalian Mission School, Bijnore ...	99	1,141 0 0	11 8 5	50	960 0 0	19 3 2
	Ditto ditto Najibabad ...	63	608 0 0	9 10 5	65	720 0 0	11 1 3
	Ditto ditto Naginah ...	...	...	...	...	...	...
	Rajah Purtap Sing's School, Tajpore ...	...	...	...	...	...	...
	Choudhree Basunt Sing's School, Sherkote ...	...	...	...	...	...	...
Moradabad.	American Methodist Episcopalian Mission School, Moradabad ...	...	...	...	...	...	...
	Ditto ditto, Shambhal ...	...	...	...	...	...	...
	3 Ditto ditto, Baba Khera ...	...	...	...	...	...	...
	4 Ditto Village Schools in District Moradabad,	...	...	...	...	...	...
	Rajah Sheoraj Sing's School, Kashipore ...	...	...	...	...	...	...
Budaon ...	American Methodist Episcopalian Mission City School, Budaon ...	60	336 0 0	5 9 7	30	478 15 5	15 15 5
	Ditto Village School, District Budaon ...	...	...	...	...	...	...
Bareilly ...	6 Branch Schools, Bareilly ...	...	...	...	306	4,373 11 6	14 4 8
	Subscription Anglo-Vernacular School, Besulpore,	...	...	...	...	...	...
	Ditto ditto, Nawabgunj ...	...	...	...	...	...	...
	American Methodist Episcopalian Mission City School, Bareilly ...	...	...	...	...	...	...
	Church Mission School, Cowiegunj ...	34·66	241 15 0	7 0 0	26	960 0 0	38 13 6
Shahjahanpore.	American Methodist Episcopalian Mission Orphanage, Shahjahanpore ...	110	2,103 0 0	19 2 0	85	1,209 1 1	14 3 6
	Ditto ditto City School, ditto ...	110	2,103 0 0	19 2 0	85	1,209 1 1	14 3 6
Muthra ...	Church Mission School, Muthra ...	89	2,865 8 8	32 3 0	70	2,646 13 5	37 13 0
	Victoria College Branch School, Muthra ...	...	...	...	...	...	...
Agra ...	St. John's College, Agra,	183	13,241 10 0	72 14 5	247	14,830 7 6	6 0 7
	St. Peter's College, Ditto,	72	10,878 9 8	151 1 5	48	8,929 12 4	186 0 9
	Victoria College, Ditto ...	306	3,798 8 6	12 6 7	304	12,644 6 3	41 9 6
	Ditto Branch School, Cantonment ...	...	...	...	...	...	...
	Ditto ditto Belangunj...	...	...	...	...	...	...
	Ditto ditto Gokulpora	...	...	...	...	...	...
	Roman Catholic Cathedral School ...	...	...	...	...	...	...
	Secundra Church Mission Orphanage ...	278	3,125 6 6	11 3 10	282	3,604 4 7	12 12 6
	Mufid Am School, Agra ...	89	1,206 0 0	14 0 0	96	2,841 0 0	29 9 6
Mynpoory.	American Presbyterian Mission High School, Mynpoory ...	208	2,062 0 0	9 14 7	125	2,832 0 0	22 10 6
Furrukabad.	American Presbyterian Mission High School, Furrukabad ...	225	3,124 0 0	13 14 2	281	4,468 14 0	15 14 5
	Ditto School Rekha, ditto ...	...	...	...	91	1,980 15 3	21 12 4
	Subscription Anglo-Vernacular School, Fattehgurh,	...	...	...	...	...	...

DIX E.

at each Institution for the last five years.—(Continued.)

1865-66.			1866-67.			1867-68.		
Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P
46	2,037 4 0	44 4 7	50	1,432 1 0	23 13 10	80	1,450 0 0	18 2 0
91	345 0 6	14 12 5	52	1,193 10 8	19 4 0	48	1,024 0 0	19 11 0
...	...	...	41	558 9 0	10 15 8	49	868 0 0	15 15 0
15	480 0 0	32 0 0	31	440 5 11	14 7 5	36	480 0 0	13 5 4
79	480 0 0	6 1 4	16	457 12 9	29 3 9	67	440 8 0	6 9 2
141	805 8 0	5 11 4	90	697 5 0	6 9 2	143	4,461 4 6	30 13 9
60	1,393 9 6	23 3 7	230	2,301 11 6	7 11 2	236	2,032 14 9	8 1 3
107	865 0 0	8 0 0	119	794 0 0	5 13 0	88	892 14 0	9 8 9
50	764 4 0	15 4 6	106	718 6 0	6 12 0	133	777 7 0	5 3 6
20	480 0 0	24 0 0	20	410 12 0	20 8 6	...	...	...
95	547 0 0	5 12 1	100	893 15 0	7 11 2	127	1,282 0 0	10 1 6
...	...	...	...	...	...	18	135 0 0	7 8 10
30	816 0 0	27 3 2	392	9,091 11 11	23 6 5	409·6	11,787 15 0	29 6 10
...	...	...	46	656 4 5	8 12 0	55·33	889 6 6	16 1 0
...	...	...	...	...	...	42·5	732 3 6	17 3 7
54	1,600 0 0	29 10 1	72	1,825 14 3	25 6 4	79	2,419 15 3	24 3 9
31	525 8 0	16 15 3	31	770 0 0	24 11 0	38	888 0 0	23 6 0
105	1,600 0 0	15 13 9	133	1,911 0 0	14 5 6	103	2,397 0 0	23 4 4
105	1,600 0 0	15 13 9	133	1,911 0 0	14 5 6	199	2,914 8 0	14 10 3
63	4,328 11 0	40 14 10	74	2,522 4 10½	34 1 3	89	2,508 0 3	28 2 10
81	1,420 4 0	17 8 7	78	1,388 4 0	17 12 9	78·5	1,436 8 0	18 4 9
304	16,020 0 0	52 8 8	352·5	18,200 5 9	51 10 1	354·6	19 421 13 3	54 13 4
59	10,356 7 2	175 8 4	59	12,779 13 4	216 9 8	58	13,612 3 0	234 11 1
303	12,145 8 0	44 0 0	250	12,166 4 0	48 10 7	275·5	12,170 8 0	44 2 9
85	1,216 12 0	14 4 0	70	1,165 4 0	16 10 4	69·4	1,212 8 0	17 7 6
65	730 10 0	11 3 8	78	702 8 0	9 0 1	53·5	727 4 0	13 9 5
62	734 12 0	11 13 7	55	703 8 0	12 12 8	4 9	737 8 0	15 0 9
...	...	...	...	...	...	40	408 0 0	10 3 2
272	3,920 3 9	14 6 7	373	5,400 2 0	19 12 5	313	6,408 10 0	20 7 7
126	2,744 0 0	21 12 5	176	2,741 5 0	15 9 2	205	2,570 1 3	12 8 9
164·83	2,727 1 10	16 8 8	196	1,844 0 0	9 6 6	167	2,492 10 9	14 14 9
250	4,397 13 0	17 9 6	260	5,126 7 0	15 0 4	200	5,616 0 6	28 1 3
87	2,390 3 0	27 7 7	99	2,255 11 11	22 13 8	90	1,966 0 6	21 14 3
...	...	...	...	...	...	102·17	5,027 3 8	49 4 7

Table No. 12.—General Statement of Attendance and Cost of Education

		1863-64.			1864-65.		
		Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.
			Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Cawnpore	S. P. G. Christ Church School, Cawnpore ...	136	6,070 15 9	44 10 3	363	9,449 7 9	26 0 6
	Evening School to ditto...	...	...	...	...	...	...
	Generalgunj School, S P. G. Mission, Cawnpore ..	...	...	...	...	...	...
	S. P. Gospel Mission Orphan School, Cawnpore,	...	...	...	86	3 710 0 0	43 2 3
Hamirpore.	Subscription Anglo-Vernacular School, Moudha	...	...	...	...	...	...
Allahabad	High School, Diocesan Board of Education, Allahabad ...	73	4,646 10 5	63 10 5	76	7,998 0 0	105 3 9
	Church Mission School, Ditto ...	45	270 0 0	6 0 0	62	360 0 0	5 12 0
	Native Christian Parish School, Ditto ...	...	...	...	81	1,695 8 9	20 14 11
	American Presbyterian Kutra Mission School, Allahabad ...	...	...	...	...	...	...
Mirzapore	Subscription High School, Mirzapore ...	...	...	...	125	2,240 1 6	17 14 9
	Mirzapore Institution, London Mission ...	...	...	...	...	...	...
	Maharajah of Benares, School, Gyanpore ...	...	...	...	38	704 2 3	18 8 6
	Ditto ditto Bhadohi...	...	...	...	71	384 8 11	5 6 8
Benares...	Jay Narain's College, Benares ...	303	14,302 5 9	47 3 3	326·50	15,904 1 6	48 11 4
	Church Mission School, (Chunar) ...	102	1,656 0 0	16 13 9	146	795 0 0	5 7 1
	Bengali Tola Preparatory School, Benares ...	...	...	...	91	1,454 3 1	15 15 8
	Orderly Bazar Church Mission School, Ditto...	...	...	...	...	...	...
	Segra Church Mission Orphan Practising and Model School, Ditto ...	..	...	...	...	...	...
	Church Mission Bazar Schools, Ditto ...	...	...	...	...	...	...
Ghazipore	Church Mission School, Ghazipore ...	180	3,245 0 6	18 1 5	230	3,743 11 1	16 4 5
	Victoria (Subscription) School, Ditto ...	...	...	...	...	...	...
Azimgurh	3 Church Mission Boys' Schools, Azimgurh ...	141	4,859 10 3	34 7 6	142	5,608 15 1	40 7 3
Jounpore	Church Mission School, Jounpore ...	95	4,551 11 0	35 4 4	95	2,632 9 3	27 11 5
	Do. City School, Ditto,	...	...	...	...	...	...
	Do. School, Zafrabad...	...	...	...	52	644 11 0	12 6 4
Goruckpore	Church Mission School, Goruckpore and Basharutpore ...	30	370 0 0	12 5 4	321	6,187 0 0	20 0 0
Kamaon	London Mission School, Almorah ...	102	2,600 5 4	25 7 9	103	2,663 11 0	25 13 9
	3 American Methodist Episcopalian Mission Schools, Nynee Tal ...	25	1,370 0 0	54 12 9	89	1,518 0 0	17 1 0
Gurhwal	5 Ditto Ditto Paoria and Sreenugger, &c. ...	...	...	...	...	...	...
Ajmere	Subscription School, Naseerabad ...	...	...	...	...	...	...
	II.—Girls' Schools (Aided.)						
Dehra Doon.	American Presbyterian Mission Girls' School, Dehra ...	34	2,520 0 0	74 2 0	36	1,200 0 0	33 5 4
Saharunpore.	Ditto Ditto Saharunpore ...	...	...	...	...	...	...
Meerut	Church Mission Native Girls' Schools, Meerut,	...	...	...	20	708 9 0	35 6 5

DIX E.

at each Institution for the last five years.—(Continued.)

1865 66.			1866-67.			1867 68.		
Average attendance	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each pupil.
	Rs. As. P.	Rs. As P		Rs. As. P.	Rs As. P		Rs As. P	Rs. As. P.
240	9,410 0 0	37 2 0	207	8,774 0 0	42 6 2	247	11,810 6 0	47 13 0
...	...	...	...	...	...	20	792 0 0	39 9 7
154	2,778 0 0	18 0 0	180·19	3,541 0 0	19 10 9	198	4,597 2 9	23 3 5
121	2,821 1 6	24 8 6	...	...	...	203	3,702 0 0	18 3 9
...	...	...	25	473 1 4	18 14 9	28	653 6 10	23 5 5
97	8,309 4 0	85 10 8	...	...	...	121	12,106 6 4	100 0 10
64	360 0 0	5 10 0	70	660 0 0	9 6 11	108	1,251 0 0	11 9 4
79	1,432 12 3	18 2 2	72	1,309 6 9	18 3 0	72	1,373 11 6	19 1 3
...	...	...	130	990 0 0	6 9 7	120	540 0 0	4 8 0
268·55	5,731 13 3	21 5 6	258·31	5,730 15 0	22 3 5	280 56	6,340 2 0	22 9 6
158	...	...	260	3,086 4 6	11 13 11	380	6,471 1 7	17 0 6
56 95	1,363 5 3	23 15 0	50	1,223 14 0	24 3 8	95·83	1,416 1 6	14 12 1
50·51	269 0 0	5 2 6	32·48	343 0 0	10 0 9	38 58	472 6 0	12 6 6
367	16,508 6 0	44 15 8	427	14,914 7 5	34 14 10	496	13,735 7 6	27 11 0
144	2,256 0 0	13 9 4	172	1,839 7 3	10 11 0	210	2,153 14 0	10 4 1
112	3,474 9 6	14 4 6	103	1,842 5 0	17 14 0	137·16	2,529 10 10	18 7 0
...	...	...	...	...	...	118	2,838 5 6	24 0 10
...	...	...	177	2,790 2 0	15 12 2	247	3,963 14 6	16 0 9
...	...	...	...	...	...	...	150 0 0	...
280	3,395 7 3	12 9 2	308	3,958 15 5	12 13 9	360	5,037 12 5	13 15 10
...	...	...	...	...	...	107	1,953 11 8	18 5 7
170	5,063 0 0	29 12 6	2,228	5,234 5 13	24 6 2	293	6,052 2 2	20 10 5
180·87	3,627 9 9	20 2 3	99·04	2,922 5 0	29 8 3	53	2,458 3 9	46 6 1
...	...	...	40·34	597 0 10	14 12 9	90	760 0 3	8 7 1
56	974 5 0	17 6 0	43·87	845 7 0	19 11 6	56	1,044 7 3	18 10 4
162	6,478 10 0	39 15 9	375	6,162 0 0	16 6 11	415	7,707 0 0	18 8 10
92	3,048 0 0	33 2 1	156	4,019 13 6	25 12 3	209	4,030 1 9	19 4 6
86	1,850 0 0	22 10 9	109	1,624 0 0	14 4 4	129	1,680 0 0	13 0 0
...	...	...	...	...	...	219·85	2,424 5 3	11 1 1
...	...	...	...	...	...	75	2,984 5 3	13 1 11
33	2,596 0 0	78 0 0	32	2,371 2 0	74 2 6	49	4,565 0 0	93 2 7
...	...	...	16	225 0 0	12 4 0	27	320 0 0	11 12 0
20	785 8 0	39 4 5	18	471 13 5	41 3 4	39	1,102 0 0	28 4 1

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Table No. 12.—General Statement of Attendance and Cost of Education

		1863 64.			1864-65.		
		Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.
			Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Moradabad ...	4 American Methodist Episcopalian Mission Girls' Schools, Moradabad ...	75	1,410 0 0	18 12 10	128	1,231 2 0	9 9 10
Budaon ...	Municipal Committee Female Schools, Budaon	...	...	...	...	...	...
Bareilly ...	Baboo Kally Churn's Female School, (Inglisgunge) ...	...	...	...	115	1,961 1 6	17 0 10
	American Methodist Episcopalian Mission Orphanage, Bareilly ...	130	3,582 2 6	27 8 11	137	3,067 8 1	22 6 3
	2 Ditto ditto Girls' Schools, Bareilly ...	...	...	...	...	...	...
Shahjahanpore ...	1 Ditto ditto, Shahjahanpore ...	...	...	...	...	...	...
Agra ...	Church Mission Girls' School, Agra ...	...	...	...	...	...	...
	St. Joseph's Orphan Girls' School (Roman Catholic) ...	...	...	...	...	...	...
	Canning Protestant Girls' School, Agra ...	...	...	...	45	8,533 3 9	190 11 9
	30 Satt Sabha Girls' Schools, Agra ...	...	...	...	...	...	...
Etawah ...	15 American Presbyterian Mission Female Schools, Etawah ...	93	1,040 0 0	11 3 0	222	1,623 0 0	7 5 0
Mynpoory	10 Ditto ditto Girls' Schools, Mynpoory ...	...	...	...	37	624 0 0	17 14 0
Allahabad	Church Mission Girls' City School, Allahabad ...	...	...	...	...	...	...
Mirzapore	3 London Mission Girls' Schools, Mirzapore ...	...	...	...	...	...	...
Benares ...	2 Church Mission Female City Schools, Benares ...	120	1,967 0 0	16 6 3	145	2,233 0 0	15 6 4
	Ditto Industrial School, Benares ...	...	...	...	...	...	...
	Ditto Zanana Schools, Benares ...	...	...	..	...	...	...
Azimgurh	Church Mission Girls' Schools, Azimgurh ...	...	...	...	...	...	...
Jounpore	Ditto ditto, Jounpore,	...	...	...	...	...	...
Goruckpore ...	Ditto ditto, Goruckpore and Basharutpore ...	...	...	...	...	...	...
III.—Anglo-Vernacular Schools (Aided.)							
Meerut ...	Anglo-Vernacular Schools, Barout ...	...	...	...	...	...	...
	Ditto ditto, Dasna ...	...	...	...	...	...	...
	Ditto ditto, Hapur ..	26	291 1 1	11 3 1	40	537 10 0	13 7 1
Saharunpore	Ditto ditto, Deobund	...	...	...	...	...	...
Alligarh	Ditto ditto, Secundra Rao ...	...	...	...	18	1,133 8 5	62 15 2
	Ditto ditto Hatras ...	...	...	...	20	388 0 0	19 6 5
	Ditto ditto, Atrouli ...	...	...	...	...	...	...
Budaon ...	Ditto ditto, Sahaswan	...	...	...	...	...	...
Shahjahanpore ...	Ditto ditto, Jalalabad,	...	...	...	...	...	...
	Ditto ditto, Powayan	...	...	...	...	...	...
Bolandshahr ...	Ditto ditto, Dibaoe ...	...	...	...	...	...	...
	Ditto ditto, Sikundrabad ...	...	...	...	...	...	...
	Ditto ditto, Khoorja	...	...	...	...	...	...
	Ditto ditto, Anoopshahr ...	...	...	...	...	...	...
Moradabad ...	Ditto ditto, Amroha...	...	...	...	61	229 14 6	3 12 3
	Ditto ditto, Chandosee,	...	...	...	17	260 12 5	15 5 5
	Vernacular School, Surjannagur ...	50	170 0 0	3 6 5	49	277 12 9	5 10 9
	Ditto ditto, Tanda Afzal,	23	49 10 0	2 2 6	29	143 14 0	4 15 5

DIX E.

at each Institution for the last five years.—(Continued.)

1865-66.			1866-67.			1867-68.		
Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
140	3,291 14 0	23 8 2	131	2,993 9 0	17 13 3	198	1,248 13 0	12 7 8
...	...	...	86	550 10 3	5 11 9	141	513 10 9	3 10 10
334	7,968 12 0	23 13 9	20	190 14 3	9 8 9	18	185 12 6	10 5 2
121	3,264 0 0	26 12 0	125	3,267 0 0	25 11 7	127	7,808 0 0	63 0 10
...	...	...	...	...	...	...	90 0 0	...
...	...	...	...	...	...	...	60 0 0	...
...	...	...	...	...	...	30·5	525 13 6	17 4 0
...	...	...	153	6,145 0 0	40 13 0	150	5,346 0 0	35 10 2
...	...	...	...	...	...	45	17,481 3 6	388 7 5
...	...	...	797	5,478 0 0	6 13 11	768 8	6,929 14 5	7 7 4
246	945 9 0	3 13 6	224	1,353 14 9	6 0 8	...	1,198 0 9	6 3 10
153	924 0 0	6 0 0	...	...	...	181	1,057 3 0	5 13 5
...	...	...	28	330 0 0	11 12 5	34	331 0 0	9 11 9
...	...	...	105	1,341 10 0	10 9 1	98	1,256 9 5	13 7 8
162	2,795 9 6	17 1 2	150	2,714 0 0	18 1 6	...	2,620 0 0	18 11 5
...	...	...	...	...	...	...	120 0 0	...
...	...	...	...	...	...	...	90 0 0	...
...	...	...	46·33	550 0 0	11 15 3	50	784 15 6	15 11 2
...	...	...	...	...	...	...	90 0 0	...
...	...	...	...	...	...	66	1,550 0 0	23 7 9
72	206 0 0	2 13 9	50	452 3 0	9 0 8	28	514 3 9	18 5 10
23	371 0 0	16 2 1	50	242 2 10	5 8 0	55	296 3 0	5 6 2
25	518 4 4	20 11 8	48	640 5 4	13 10 5	47	593 11 7	12 10 1
...	...	...	47	598 2 4	12 11 7	38	456 8 0	12 0 3
34	963 6 0	28 5 4	41	1,109 13 0	27 1 1	66	1,431 10 0	21 11 1
42	1,098 4 4	26 2 4	42	1,041 10 9	24 12 10	36	1,144 4 0	31 12 7
13	321 12 6	24 12 0	24	710 4 11	37 6 1	21	974 10 0	46 6 7
21	72 0 0	3 6 10	21	554 0 0	26 6 1	22	615 6 0	27 9 2
22	30 0 0	1 5 10	23	550 4 10	24 5 9	...	200 0 0	...
12	47 9 6	3 15 6	15	491 11 0	32 11 9	...	180 0 0	...
...	...	...	32	798 0 10	26 9 8	100	898 10 0	8 15 9
...	...	...	75	1,157 13 9	15 7 0	71	1,083 13 8	15 4 3
...	...	...	40	945 7 11	23 10 2	55	948 3 0	17 3 10
...	...	...	41	931 12 0	22 11 7	49	936 10 0	19 1 10
130	1,596 8 3	12 6 4	108	1,749 3 1	16 3 2	95	1,746 13 2	18 6 2
38	1,252 14 10	32 15 11	35	1,197 5 6	34 3 4	33	1,153 7 0	34 15 3
47	279 12 0	5 15 3	33	225 12 5	6 13 6	27	100 0 0	3 11 3
43	308 12 0	7 2 11	23	90 7 2	3 14 11	22	126 13 10	5 12 1

APPEN

Table No. 12.—General Statement of Attendance and Cost of Education

		1863-64.			1864-65.		
		Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.
			Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P
Bijnore ...	Vernacular School, Sherkoto ...	92	307 6 8	3 5 6	80	465 2 0	5 13 0
	Ditto, Tajpore ...	41	60 6 0	1 7 7	78	313 15 6	4 6 7
	Ditto, Rehar ...	...	...	...	...	...	...
	Ditto, Kiratpore,	...	...	...	...	...	...
	Ditto, (Gurhi) Dhawpore ...	29	185 2 0	6 6 2	41	202 6 0	4 14 11
	Ditto, Shergurh...	19	31 10 4	1 10 7	23	148 0 0	6 6 11
	Ditto, Pooraini ...	21	46 11 8	2 3 7	28	159 12 0	5 11 3
Agra ...	Anglo-Vernacular School, Fattehpore Secri ...	...	...	...	65·55	1,408 4 3	23 0 2
	Ditto, Forozabad	...	...	...	30 75	286 6 6	9 5 0
	Ditto, Etmadpore	...	...	...	28 50	270 14 6	9 8 1
	Ditto, Tajgunj ...	...	...	...	44·62	249 12 5	5 9 7
	Ditto, Futtehabad	...	...	...	...	...	...
Cawnpore,	Ditto, Deraporo	...	...	...	37·15	628 14 6	16 14 10
	Ditto, Bithoor ...	...	...	...	...	...	...
	Ditto, Saugawan	...	...	...	...	...	...
	Ditto, Bilhour ...	...	...	...	23·42	204 10 11	8 11 10
	Ditto, Ghatumpore	...	...	...	17·23	263 3 10	15 4 5
	Ditto, Narwal ...	...	...	...	28·12	97 1 7	3 7 3
	Ditto, Najafgurh	...	...	...	7	70 5 10	10 0 10
	Ditto, Sheoli ...	...	...	...	...	...	...
	Ditto, Akbarpore	...	...	...	61·65	398 14 6	5 0 2
	Ditto, Khamela...	...	...	...	...	...	...
	Ditto, Rasoolabad	...	...	...	...	...	...
	Ditto, Sachendi	...	...	...	...	...	...
	Ditto, Khanpore	...	...	...	32·10	108 14 6	3 6 5
Furrukhabad.	Ditto, Chubramow	...	...	...	68·84	375 0 0	5 7 2
	Ditto, Shamsabad	...	...	...	45 20	351 8 0	7 12 5
	Ditto, Tirwa ...	...	...	...	13·36	135 11 7	10 10 6
	Ditto, Jalalabad	...	...	...	35·18	315 0 0	8 15 3
	Ditto, Behar ...	...	...	...	18 84	27 0 0	1 6 1
	Ditto, Kaimgunj	...	...	...	9·28	586 6 6	63 3 0
Hamirpore	Ditto, Mohoba ...	...	...	...	...	...	...
Mynpoory	Ditto, Shikohabad	...	...	...	33·25	351 14 6	10 9 4
	Ditto, Bhogaon...	...	...	...	...	...	...
Jhansi	Ditto, Goorserae	...	...	...	...	...	...
	Ditto, Mow ...	...	...	...	...	...	...
Jaloun ...	Ditto, Kalpi	...	...	...	22·23	748 12 3	33 10 11
Etawah ...	Ditto, Phaphoonod	...	...	...	23·71	498 3 6	21 0 3
Muthra ...	Ditto, Biudrabun	...	...	...	8	93 6 9	11 10 10
Benares ...	Ditto, Bharthara	...	...	...	...	...	...
	Ditto, Sakaldeha	...	...	...	...	...	...
	English School, Delhie Princes (Shiwala) Benares	...	...	...	...	...	...
Allahabad	Anglo-Vernacular School, Kurchna ...	...	...	...	...	...	...
	Ditto, Phoolpoor	144 34	743 1 9	4 8 11	102·93	808 4 0	7 13 7
	Ditto, Handia	...	...	...	...	...	...
	Ditto, Kura ...	...	...	...	68·64	265 4 6	3 13 10
	Ditto, Meajha ...	...	...	...	...	...	...
Banda ...	Ditto, Kirwee ...	...	...	...	...	...	...
Bustee ...	Ditto, Bansee ...	...	...	...	...	...	...
Fattehpore,	Ditto, Kora ...	65 5	409 1 10	6 10 7	58·35	726 6 0	12 7 2
	Ditto, Badanmow	...	...	...	...	...	...
	Ditto, Hauswa ...	54	309 1 8	5 11 8	39 88	562 8 0	14 1 2
	Ditto, Kote ...	...	...	...	18 12	462 5 0	25 10 5
	Ditto, Dhatta ...	...	...	...	...	...	...
	Ditto, Pormace ..	...	...	...	...	...	...
	Ditto, Huthgaon	...	...	...	...	...	...
	Ditto, Sah ...	...	...	...	...	...	...
	Ditto, Kishenpore	...	...	...	...	...	...
Ghazipore,	Ditto, Bullia ...	77·5	965 1 7	12 7 3	89·11	1,133 6 9	12 11 6
Goruckpore	Ditto, Gola Bazaar	...	...	...	...	...	...
	Ditto, Rooderpore	...	...	...	...	...	...
	Ditto, Pudrowna	...	...	...	...	...	...
	Ditto, Barhaj ...	...	...	...	...	...	...
	Ditto, DeoreaKhas	...	...	...	...	...	...
	Ditto, Tankoli ...	...	...	...	...	...	...

DIX E.

at each Institution for the last five years.—(Continued.)

1865-66.			1866-67.			1867-68.		
Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
79	417 2 0	5. 4 6	61	431 9 0	7 1 2	70	448 1 0	6 6 5
84	362 5 0	4 5 0	76	303 3 4	3 15 10	88	323 1 0	3 10 9
...	...	...	53	245 0 0	4 10 0	62	332 5 0	3 11 11
...	...	...	16	151 8 2	9 7 6	52	274 11 0	5 4 6
41	172 0 0	4 3 1	44	251 10 0	5 11 6	58	277 9 0	4 12 7
43	308 12 0	7 2 11	31	248 1 0	8 0 0	42	277 2 9	6 9 7
31	167 7 0	5 6 5	34	121 12 0	3 9 4	48	136 8 0	2 13 6
65·4	1,668 15 5	25 10 6	104·13	1,516 10 8	14 9 2	100·75	1,526 9 0	15 2 5
35·25	286 12 0	8 2 5	38	354 [illegible] 0	9 5 2	40 83	442 4 10	10 13 4
19·25	197 8 0	10 4 2	25	373 [illegible] 0	14 14 10	24·5	324 9 0	13 3 11
47 15	218 10 7	40 10 3	46 06	358 7 0	7 12 7	39	343 7 0	8 12 11
...	...	...	...	...	...	32·33	355 7 7	10 15 11
32·51	1,871 12 0	57 9 2	31·89	566 5 9	17 6 4	39·24	719 8 1	18 5 5
30·38	490 0 0	16 2 1	34·85	430 11 1	12 5 9	33·52	288 3 11	8 9 7
31·42	400 2 7	12 11 7	38 92	451 12 6	11 9 9	21·96	431 9 11	19 10 5
28·8	370 0 0	13 2 6	39·82	417 9 9	10 7 10	47·44	362 11 3	7 10 4
21·25	404 13 5	19 0 2	20 33	400 6 0	19 11 1	25·66	415 1 0	16 2 10
19·94	417 0 0	20 14 7	38·77	333 13 1	8 9 9	29·19	366 6 0	12 8 10
20·32	300 0 0	14 12 3	31·98	281 6 0	1 12 9	29·64	290 5 0	9 6 1
18 75	328 2 4	17 8 0	69 58	260 [illegible] 11	3 11 10	29·27	240 5 0	6 1 9
49 47	456 4 4	9 3 7	48·45	398 10 9	8 3 8	32·01	403 5 0	10 4 10
...	...	...	...	...	...	12·99	361 5 0	23 0 11
...	...	...	...	...	...	32·24	360 5 0	11 2 10
10·56	120 0 0	11 5 9	10 38	189 5 7	9 12 4	15·58	270 5 0	17 5 7
23·17	250 0 0	10 12 8	28 82	251 7 8	8 6 11	16·81	360 5 0	21 6 11
95	533 8 0	5 9 9	85 86	729 14 5	8 8 0	60·93	766 7 4	12 9 3
46	421 5 8	9 2 7	41	454 9 6	11 1 2	31 31	464 15 4	14 15 7
22	480 0 0	21 13 1	27·36	452 7 6	16 8 7	21·49	501 3 2	23 5 2
32	365 0 1	11 6 6	35·63	320 8 6	8 15 11	27·41	252 12 2	9 3 7
25	180 0 0	7 3 2	...	...	...	14·08	216 14 5	15 7 6
21	667 4 7	31 12 5	...	...	...	24·75	428 15 4	17 5 4
...	...	...	...	...	...	15	495 6 0	33 0 5
32 35	365 5 8	11 4 8	20 75	277 14 4	13 6 3	32·31	293 0 0	9 1 1
...	...	...	32	132 4 8	4 2 1	30·56	241 5 6	7 14 2
...	...	...	14	342 2 3	24 7 0	30	529 5 0	17 10 4
...	...	...	...	...	...	22	407 4 10	18 8 3
27·94	681 15 7	24 6 0	25·27	635 12 6	25 2 7	28	668 12 0	23 14 2
30 66	507 0 0	16 7 6	64	608 7 6	9 9 4	84·85	1,298 0 4	15 4 9
39	421 7 4	10 12 11	95	2,462 7 0	25 14 8	71	431 13 6	6 1 4
...	...	...	...	...	...	47·5	415 14 0	11 14 0
...	...	...	...	...	...	54	571 1 0	16 3 1
...	...	...	...	...	...	21	45 0 0	2 2 3
...	...	...	42·41	476 2 6	11 3 8	51·25	831 13 5	20 6 8
65·49	2,611 10 6	39 14 3	79·65	1,124 1 0	14 1 10	108	1,040 13 11	16 6 1
42 36	490 6 3	11 9 3	49·44	757 6 0	15 5 0	44·5	717 4 11	20 12 2
60·41	709 5 3	11 11 10	70·26	643 2 0	9 2 5	69·5	961 13 1	14 14 0
...	...	...	...	...	...	52	329 0 1	8 12 2
...	...	...	...	...	...	113·45	981 9 4	17 8 3
...	...	...	...	...	...	41·86	829 5 6	13 13 2
76·67	1,286 4 9	16 13 2	73·72	1,407 3 0	19 1 7	46·41	1,505 3 6	34 8 9
22·01	491 11 0	22 4 11	35·65	542 10 6	15 3 7	29·66	414 6 6	18 13 1
39·51	541 13 0	13 11 5	36·41	539 2 6	14 12 9	36·66	475 15 0	14 11 9
49	196 12 6	3 5 11	51·26	498 7 6	7 11 9	76·6	493 5 6	6 13 3
...	...	...	21·57	391 10 6	19 1 7	54	359 4 0	11 14 5
...	...	...	...	...	...	31·17	381 1 6	16 11 7
...	...	...	66·55	687 6 6	10 5 3	60	719 11 6	12 13 0
...	...	...	...	...	...	70·18	545 14 6	8 3 11
...	...	...	...	...	...	57·33	255 10 6	4 12 5
82·25	1,076 2 0	3 1 3	76·45	1,088 4 2	10 14 1	46·2	1,042 15 1	13 13 4
...	...	...	57 65	408 6 0	3 7 1	98 5	563 0 0	7 14 10
...	...	...	61 95	213 1 0	3 7 1	71·25	606 10 0	10 3 2
...	...	...	...	...	...	81	229 4 6	4 4 7
...	...	...	...	...	...	101	16 8 3	0 3 6
...	...	...	...	...	...	40	31 1 0	0 14 0
...	...	...	...	...	...	25	21 5 8	0 15 8

Table No. 12.—General Statement of Attendance and Cost of Education

	1863-64.			1864-65.		
	Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.
		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
Mirzapore. Anglo-Vernacular School, Adulpoora ...	...	...	...	...	...	...
Ditto, Sikunderpore,	...	...	...	...	...	...
Ditto, Sekhur ...	...	...	...	...	...	...
Ditto, Baraitha ...	...	...	...	...	...	...
Ditto, Bijaipore ...	...	...	...	...	...	...
Ditto, Kuchhwa,	...	...	...	...	...	...
Ajmere ... Umrit Singh's Vernacular School, Ajmere ...	...	...	...	99	600 0 0	6 0 8
Dhauna Lall's, ditto ...	...	...	...	...	...	...
Suraj Mall's, ditto ...	...	...	...	...	...	...
Subscription ditto, Pranhcra ...	...	...	...	...	...	...
Ditto ditto, Ararka ...	...	...	...	...	...	...
IV.—Private Schools under Government management (unaided.)						
Bareilly ... Anglo-Vernacular School, Pilibheet ...	89	2,858 4 0	32 1 10	88	3,021 10 0	34 5 5
Etah ... Ditto, Kasgunj ...	...	...	...	9 28	586 6 6	63 3 0
Ditto, Aligunj ...	...	...	...	...	...	...
Bustee ... Ditto, Bustee ...	...	...	...	...	...	...
Fattehpore. Ditto, Nowbusta or Serai Mohan ...	...	...	...	...	...	...
Goruckpore Ditto, Bansgaon ...	...	...	...	...	...	...
Ditto, Salempore	...	...	...	...	...	...
Benares ... 3 Girls' Schools, Benares ...	...	...	...	...	...	...
Indigenous Schools.						
1st Circle, Department Public Instruction, North-Western Provinces ... No.	2,266 27,145	1,08,331 13 3	3 15 10	25,527	1,09,297 13 2	4 1 11
2nd Circle, ditto ditto ... ,,	1,161 11,054·57	69,335 1 11	1 11 11	10,730·50	67,911 4 6	6 5 3
3rd Circle, ditto ditto ... ,,	1,423 14,634	73,246 15 0	5 0 1	14,020·65	67,175 11 9	4 12 8
SPECIAL OR PROFESSIONAL EDUCATIONAL INSTITUTIONS.						
Government.						
For Masters. Normal School, Agra ...	127	11,797 8 3	82 14 0	124	12,094 2 7	97 8 6
Ditto, Benares ...	140	12,794 0 0	98 6 2	133	12,721 11 0	95 12 6
Ditto, Meerut ...	117	9,770 3 3	83 8 1	128	11,603 7 6	90 15 5
Ditto, Almorah	12	840 0 0	70 0 0	15	840 0 0	56 0 0
Ditto, Ajmere ...	...	...	...	10	200 8 2	29 0 0
Ditto, Etawah ...	...	...	...	29	2,448 0 0	7 9 9
For Mistresses. Female Normal School, Agra ...	...	...	...	...	...	...
Ditto, Benares ...	...	...	...	...	...	...
Ditto, Alligarh ...	...	...	...	...	...	...
Thomason Civil Engineering College, Roorkee ...	77·66	50,767 13 0	654 0 0	110·92	69,362 0 0	575 4 10
Medical School, Agra ...	...	...	...	111·33	21,462 6 9	191 15 0
Private (aided.)						
For Masters. Church Mission Training School, Meerut ..	...	...	...	...	...	...
Church Mission Normal School (Segra), Benares,	41	2,810 0 0	68 8 7	34	6,276 0 0	313 12 8
For Mistresses. Church Mission Normal School, Benares ...	...	...	...	...	...	...

OFFICE OF DIRECTOR P. I., N. W. P.,

Dated Bareilly, the 23rd July, 1868.

DIX E.

at each Institution for the last five years.—(Concluded.)

1865-66.			1866-67.			1867-68.		
Average attendance.	Total cost.	Cost of educating each pupil.	Average attendance.	Total cost.	Cost of educating each pupil.	Average number of pupils on the rolls monthly.	Total cost.	Cost of educating each pupil.
	Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.		Rs. As. P.	Rs. As. P.
...	...	...	69·11	515 0 0	7 7 3	120	510 0 0	7 11 9
...	...	...	55	380 0 0	6 14 4	62·1	395 0 0	7 4 11
...	...	...	56·19	508 0 0	7 13 10	88·15	516 0 0	8 1 6
...	...	...	48 01	370 0 0	7 11 4	30·35	378 0 0	8 14 0
...	...	...	61·15	479 0 0	7 13 0	53·2	535 0 0	11 1 5
...	...	...	61·64	489 0 0	7 14 11	84·15	570 0 0	7 14 3
125	576 0 0	4 9 8	41	202 0 0	4 14 10	52·3	204 0 0	3 14 5
...	...	...	...	...	...	53·6	52 8 0	0 15 7
...	...	...	...	...	...	29·3	34 0 0	1 2 6
...	...	...	...	...	...	21·5	20 4 0	0 15 5
...	...	...	...	...	...	18·3	10 8 0	0 9 1
86	3,102 0 0	36 1 1	75	2,906 0 0	38 11 10	82	3,108 0 0	37 14 5
21	667 4 7	31 12 5	...	...	...	32·08	914 8 3	28 8 1
...	...	...	...	...	...	16·74	270 0 3	16 2 1
...	...	...	...	...	...	49·98	692 6 0	12 5 0
...	...	...	...	...	...	30	17 8 0	0 9 4
...	...	...	...	...	...	79·5	22 5 3	0 5 2
...	...	...	...	...	...	50	21 5 3	0 8 3
...	...	...	...	...	...	160	2,400 0 0	14 2 5
25,681	1,05,870 12 11	4 1 11	24,700	1,03,836 5 7	4 3 6	*23,952	1,05,592 9 0	4 6 6
11,711	69,859 12 3	5 13 0	12,152	69,677 1 9	5 11 8	13,582·99	70,944 11 0	5 3 6
14,392	58,168 14 3	4 0 8	14,063·37	58,083 10 3	3 6 0	*12,860·9	59,930 2 3	4 10 6
116	14,557 1 9	122 5 3	89·8	11,964 15 1	133 3 10	90·09	12,202 8 2	135 7 2
125	12,199 0 0	97 9 5	123	10,994 8 0	80 11 2	150	13,354 0 0	102 12 9
116	13,794 2 9	118 14 8	88	10,223 4 4	116 2 9	73	10,608 4 11	145 5 1
10	840 0 0	84 0 0	11	770 0 0	70 0 0	21	1,248 0 0	104 0 0
13·2	262 10 10	18 1 10	11	403 6 0	36 10 5	10·2	251 3 0	24 10 1
38	2,880 0 0	75 12 7	38·34	710 0 0	18 8 3	18	1,941 0 0	107 13 4
11	784 0 0	71 4 4	19·17	2,335 2 6	121 12 10	19·36	1,781 7 9	92 0 4
7	386 1 0	55 2 5	7	515 0 0	16 6 10	10	1,145 0 0	114 8 0
...	...	...	...	...	...	8	881 1 6	110 2 2
141·86	64,233 0 0	452 0 0	124 72	72,385 0 0	588 0 0	146	86,329 0 0	671 0 0
107	21,970 0 0	205 5 3	100	6,777 5 11	67 12 3	86·35	6,419 8 0	71 11 7
10	659 5 11	65 14 11	11	633 14 10	57 10 0	13	735 0 0	56 8 7
51	8,237 0 0	141 14 5	66	8,499 5 0	127 9 0	44	8,681 0 0	201 13 5
...	...	...	...	...	...	36	3,434 12 3	95 6 6

* Daily average attendance.

M. KEMPSON,

Director of Public Instruction, N. W. P.

APPENDIX E.

Table No. 13.—Distinctions conferred by the Calcutta University during the year 1867-68.

Number.	Name of Students.	Name of Institution.	Distinctions conferred.	Remarks.
1	Ratan Chund ...	Agra College ...	B. A. Examination, 1st Division.	
2	Mahomed Ali Raza Khan,	Ditto ...	First Examination in Arts, 2nd Division.	
3	Tej Paul ...	Ditto ...	" "	
4	Deo Prasada ...	Ditto ...	" 3rd Division.	
5	Mohun Lall ...	Ditto ...	Entrance Examination, 3rd Division.	
6	Tota Ram ...	Ditto ...	" 1st "	
7	Jaffor Hossein, I ...	Ditto ...	" "	
8	Sava Ram ...	Ditto ...	" 2nd "	
9	Madho Dass ...	Ditto ...	" "	
10	Jaffor Hossein, II. ...	Ditto ...	" 3rd "	
11	Pundit Indur Narain ...	Ditto ...	" "	
12	Radhakishen ...	Ditto ...	" "	
13	Pundit Juggun Nauth ...	Ditto ...	" "	
14	Sham Lall ...	Ditto ...	" "	
15	Cheda Lall ...	Bareilly College ...	First Examination, 2nd "	
16	Kishen Lall, II ...	Ditto ...	" "	
17	Niaz Ahmad ...	Ditto ...	" "	
18	Jogul Kishore ...	Ditto ...	" 3rd "	
19	Doree Lall ...	Ditto ...	" "	
20	Kishen Lall, I ...	Ditto ...	" "	
21	Jwala Pershad ...	Ditto ...	Entrance Examination, 1st "	
22	Goorsarun Lall ...	Ditto ...	" "	
23	Beharee Lall ...	Ditto ...	" 2nd "	
24	Busunt Roy ...	Ditto ...	" "	
25	Bhawani Dutt ...	Ditto ...	" "	
26	Jai Lall ...	Ditto ...	" "	
27	Faiz Ahmud ...	Ditto ...	" "	
28	Sohun Lall ...	Ditto ...	" "	
29	Dwarka Dass ...	Ditto ...	" "	
30	Lalta Pershad ...	Ditto ...	" 3rd "	
31	Mithun Lall ...	Ditto ...	" "	
32	Toolsey Ram ...	Ditto ...	" "	
33	Ramroop Ghose ...	Benares College ...	B. A. Examination 2nd "	
34	Ram Mohun Banerji ...	Ditto ...	" 3rd "	
35	Balkrishna Acharjea ...	Ditto ...	First Examination in Arts, 1st Division.	
36	Shyama Churun Banerji ...	Ditto ...	" 3rd "	
37	Owa Churun Mookurji ...	Ditto ...	" "	
38	Balgobind ...	Ditto ...	Entrance Examination, 3rd "	
39	Ajoodhia Pershad ...	Ditto ...	" 1st "	
40	Behary Lall ...	Ditto ...	" 1st Divn.	
41	Kashi Pershad ...	Ditto ...	" "	
42	Tacoor Dass Sanial ...	Ditto ...	" 2nd "	
43	Jawahir Singh ...	Ditto ...	" "	
44	Devaki Nundun ...	Ditto ...	" "	
45	Kashi Nauth Singh ...	Ditto ...	" "	
46	Purmeshwari Dial ...	Ditto ...	" "	
47	Sreesh Chunder Banerji ...	Ditto ...	" 3rd "	
48	Jogesh Chunder Deb ...	Ditto ...	" "	

APPENDIX E.

Table No. 13.—*Distinctions conferred by the Calcutta University during the year* 1867-68.
(Concluded.)

Number.	Name of Students	Name of Institution.	Distinctions conferred.	Remarks.
49	Moshaheb Hossein ...	Benares College ...	Entrance Examination, 3rd Divn.	
50	Bageshuri Dial	Ditto ...	" "	
51	Chunna Lall I.	Ditto ...	" "	
52	Chunna Lall II. ...	Ditto ...	" "	
53	Chunder Nath Chukerbutty,	Ditto ...	" "	
54	Siva Gobinda Pershad ...	Ditto ...	" "	
55	Thakur Pershada ...	Ditto ...	" "	
56	Mukund Ram Nagur ...	Ditto ...	" "	
57	Gujjoo Mull ...	Ditto ...	" "	
58	Hazari Lall ...	Ajmere School ...	First Examination in Arts, 3rd "	
59	Nami Chund ...	Ditto ...	Entrance Examination, 3rd "	
60	Annundi Lall ...	Ditto ...	" "	
61	Hur Narain ...	Ditto ...	" 2nd "	
62	Kashi Nauth ...	Etawah, Hume's High School,	" "	
63	Bankay Lall ...	Ditto ...	" "	
64	Shadee Lall ...	Ditto ...	" "	
65	Nursing Dass ...	Ditto ...	" "	
66	Rugh Nath ...	Ditto ...	" "	
67	Shib Narain ...	Ditto ...	" 3rd "	
68	Gunput Giri Goshwany ...	Joy Narain's College ...	First Examination in Arts, 3rd "	
69	Bageshwari Dayal ...	Ditto ...	Entrance Examination, 2nd "	
70	Fukhrul Deen ...	Ditto ...	" "	
71	Jetha Singh ...	Ditto ...	" 3rd "	
72	Narsing ...	Ditto ...	" "	
73	Doorga Shunker Bhuttacharjea ...	Ditto ...	" "	
74	S. T. Sharman ...	St. John's College, Agra ...	First Examination in Arts, 1st "	
75	Moorli Dhur ...	Ditto ...	" 3rd "	
76	Bhola Nath ...	Ditto ...	" "	
77	Ram Pershad ...	Ditto ...	Entrance Examination, 2nd "	
78	Wazeer Buksh ...	Ditto ...	" "	
79	Jwala Nath ...	Ditto ...	" 3rd Divn.	
80	Purseottum Das ...	Ditto ...	" "	
81	Ram Lall ...	Ditto ...	" "	
82	Ayaz Khan ...	Ditto ...	" "	
83	J. P. Asmond ...	Ditto ...	" "	
84	Kirpa Shunker ...	Victoria College, Agra ...	" " 2nd "	
85	Gobindo Chunder Roy ...	Ditto ...	" 3rd "	
86	Money Ram ...	Ditto ...	" "	
87	Bhola Nath ...	Zillah School, Aligarh ...	" "	
88	Khetter Mohun Ghose ...	Zillah School, Cawnpore ...	" "	
89	J. David ...	London Mission School Institution, Mirzapore ...	" "	
90	Bhao Singh ...	Church Mission School, Allahabad ...	" "	

OFFICE OF DIRECTOR, PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES, BAREILLY:
The 31*st July*, 1868.

M. KEMPSON,
Director Public Instruction, N. W. P.

APPENDIX E.

Table No. 14.—Return of Scholarships gained during the year 1867-68.—A. Senior Scholarship or Scholarships gained at Colleges.

Name of Scholars.	College at which gained.	When gained.	Free or stipendiary.	Rs.	As.	P.	For how long tenable.	For proficiency in what branch.	Remarks.
Ratun Chund	Agra College ...	1st January, 1868 ...	Stipendiary ...	30	0	0	One year ...	Calcutta University B. A. Examination, 1st Division ...	
Tej Pal	Ditto ...	Ditto ...	Ditto ...	16	0	0	Ditto ...	Ditto, 1st Arts, 2nd Division ...	
Ali Raza Khan	Ditto ...	Ditto ...	Ditto ...	16	0	0	Ditto ...	Ditto ditto ...	
Shanker Lall	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Board of Examiners ...	
Buldeo Persad	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Ditto ...	
Kalli Kanto Chattarji	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Ditto ...	
Buddha Mul	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ...	
Ram Dass Chakarbutte	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ...	
Jwala Persad	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ...	
Jafar Hossein	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Calcutta University Entrance Examination, 1st Division ...	
Tota Ram	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Ditto ditto ...	
Siva Ram	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto 2nd Division ...	
Madho Dass	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Krapa Shanker	Ditto ...	Ditto ...	Ditto ...	5	0	0	Ditto ...	Ditto ditto ...	
Cheda Lall	Bareilly College ...	Ditto ...	Ditto ...	16	0	0	Ditto ...	Calcutta University, 1st in Arts, 2nd Division ...	
Kishen Lall	Ditto ...	Ditto ...	Ditto ...	16	0	0	Ditto ...	Ditto ...	
Niaz Ahmud	Ditto ...	Ditto ...	Ditto ...	16	0	0	Ditto ...	Ditto ...	
Inayut Oollah	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Board of Examiners ...	
Rungeet Singh	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ...	
Jwala Persad	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Calcutta University Entrance Examination, 1st Division ...	
Gursaran Lall	Ditto ...	Ditto ...	Ditto ...	15	0	0	Ditto ...	Ditto ...	
Basunt Rai	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto 2nd Division ...	
Beharee Lall	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Bhawani Dutt	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Dwarka Dass	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Sohun Lall	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Faiz Ahmud	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	
Jai Lall	Ditto ...	Ditto ...	Ditto ...	10	0	0	Ditto ...	Ditto ditto ...	

Luchmi Shanker	...	...	Benares College	...	1st January, 1868	...	Stipendiary	...	20	0	0	One year	...	Calcutta University, 1st in Arts, 1st Division	...
Aditya Ram	...	...	Ditto	...	Ditto	...	Ditto	...	20	0	0	Ditto	...	Ditto	...
Balkrishna	...	...	Ditto	...	Ditto	...	Ditto	...	20	0	0	Ditto	...	Ditto, 2nd Division	...
Akshay Kamoor Mittre	...	..	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Board of Examiners	...
Shiva Shanker	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Mohendro Nauth	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Ditto	...
Ram Nath Day	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Tar Nath	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Sheo Tahul	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Mahesh Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Rajakrishna Mittra	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Bani Madhava Chatterje	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	...
Kashi Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Calcutta University Entrance Examination, 1st Division	...
Behari Lall	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Ditto ditto	...
Ajoodhia Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Ditto ditto	...
Kashi Nath Singh	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto, 2nd Division	...
Thakar Dass	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto ditto	...
Jawahir Singh	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto ditto	...
Deoki Nundun	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto ditto	...
Punmeshwr Dial	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto ditto	...
Goverdhan	...	...	Ajmere College	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Œgrot	...
Ram Jewun	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Board of Examiners	...
Ram Rutten	...	...	Ditto	...	Ditto	...	Ditto	...	15	0	0	Ditto	...	Ditto	...
Hur Narain	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Calcutta University Entrance Examination, 2nd Division	...

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
NORTH-WESTERN PROVINCES:
Dated Bareilly, the 15th July, 1868.

M. KEMPSON,
Director of Public Instruction, North-Western Provinces.

APPENDIX E.

Table No. 14.—*Return of Scholarships gained during the year* 1867-68.—*B. Junior Scholarship or Scholarships gained at Schools.*

Name of Scholars.	School at which gained.	When gained.	Free or stipendiary.	Rs.	As.	P.	For how long tenable.	For proficiency in what language.	Remarks.
Basdeo Sahae	Agra College	1st January, 1868	Stipendiary	8	0	0	One year	G. P. Department Examination	
Mohun Lall	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Dayan Singh	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Buldeo Singh	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Chunni Lall	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Sheo Prasad	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Raghbir Saran	Ditto	Ditto	Ditto	6	0	0	Ditto	Ditto ditto	
Gulzari Mull	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Krishna Chandra	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Dalep Singh	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Ganesh Prasad	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Ali Raza	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Maharaj Narain	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Jwala Prasad III.	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Kazim Hossein	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Fazal Rasool	Bareilly College	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Munir Uddin	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Budri Dass	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Bishin Lall	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Irshad Ally	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Ranjit Singh	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Kanhya Lall	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Ram Sahae	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Yazir Ahmud	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Madun Mohon Lall	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Kedari Lall	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Ahmud Hossin	Ditto	Ditto	Ditto	5	0	0	Ditto	Ditto ditto	
Kunhya Lall	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Bhagwan Dass	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Abdool Ahad	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Buldeo Sahae	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Gaidon Lall	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Tiknit Rae	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Pershadi Lall	Ditto	Ditto	Ditto	4	0	0	Ditto	Ditto ditto	
Gadadhara Prasad	Benares College	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Prashotama Dass	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Grish Chandra	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	
Rama Dass Samyal	Ditto	Ditto	Ditto	8	0	0	Ditto	Ditto ditto	

Cheda Lall	...	...	Ditto	...	Ditto	..	Ditto	...	8	0	0	Ditto	..	Ditto	ditto	...
Madho Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	8	0	0	Ditto	...	Ditto	ditto	...
Durga Dass	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Gadadher Singh	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Krishna Chandra Banerji	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Gadar Nath Bhattacharji	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Siva Dutta Pande	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	.	Ditto	ditto	...
Vilayet Ally Khan	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Vindeshwari Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	6	0	0	Ditto	...	Ditto	ditto	...
Prayaga Singh	...	...	Ditto	...	Ditto	...	Ditto	...	6	0	0	Ditto	...	Ditto	ditto	...
Goverdhana Dass	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Krishna Lall Lahori	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Vishan Chandra	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Madharana Dass	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Nil Mani Day	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Dwarka Nath Mokerji	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Ganga Prasad	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Shiva Ram	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Umra Shanker	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Nagender Nath	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Mukur Chandra Mokerji	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Grish Chandra Bhattacharji		...	Anglo-Sanskrit Dept, Do.		Ditto	...	Ditto	...	16	0	0	Ditto	...	Ditto	ditto	...
Vishnu Sastri	...	...	Ditto	...	Ditto	...	Ditto	...	16	0	0	Ditto	...	Ditto	ditto	...
Prayag Datta	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	ditto	...
Babu Ram	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	ditto	...
Janesa Jaykrishna	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	ditto	...
Rameshwar	...	...	Ditto	...	Ditto	...	Ditto	...	10	0	0	Ditto	...	Ditto	ditto	...
Vihari Choubi	...	...	Ditto	...	Ditto	...	Ditto	...	8	0	0	Ditto	...	Ditto	ditto	...
Bhagwan Dutta	...	...	Ditto	...	Ditto	...	Ditto	...	8	0	0	Ditto	...	Ditto	ditto	...
Kamala Datta	...	...	Ditto	...	Ditto	...	Ditto	...	8	0	0	Ditto	...	Ditto	ditto	...
Ganesh Datta	...	...	Ditto	...	Ditto	...	Ditto	...	8	0	0	Ditto	...	Ditto	ditto	...
Lalji	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Tikaram	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Kanahya Lall	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Saligram Misra	...	...	Sanskrit Department, Do		Ditto	...	Ditto	...	6	0	0	Ditto	...	Ditto	ditto	...
Lakshmi Nath Shastri	...	...	Ditto	...	Ditto	...	Ditto	...	6	0	0	Ditto	...	Ditto	ditto	...
Siva Kamoor	...	...	Ditto	...	Ditto	...	Ditto	..	5	0	0	Ditto	...	Ditto	ditto	...
Saligram Sarsinat	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Ramdivar Ojha	...	...	Ditto	...	Ditto	...	Ditto	...	5	0	0	Ditto	...	Ditto	ditto	...
Sita Ram Shastri	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	..	Ditto	ditto	...
Ramkrishna Shastri	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	..	Ditto	ditto	...
Srinibas	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Kunj Lall	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Umbka Dutta	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Takshminath Drabir	..	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	...	Ditto	ditto	...
Sobharam	...	...	Ditto	...	Ditto	...	Ditto	...	4	0	0	Ditto	..	Ditto	ditto	...
Ram Chundra Parajik	..	...	Ditto	...	Ditto	...	Ditto	...	3	0	0	Ditto	...	Ditto	ditto	...